

**A Phenomenological Study of Collaboration between Parents and Teachers of Students with
Special Needs: A Basis for Developing School-Based Training Programs**

By:

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Dedication

This work is dedicated to all parents, teachers, and individuals who tirelessly advocate for and support students with special needs. The unwavering commitment, empathy, and dedication displayed by these individuals have a profound impact on the lives of these students, fostering their growth, empowering their abilities, and shaping their futures. The belief in the potential of these students and the tireless efforts to create inclusive and supportive environments are truly inspiring.

This dedication is also extended to the students themselves, who demonstrate resilience, strength, and remarkable abilities. The unique perspectives, talents, and contributions enrich our communities and remind us of the importance of creating an inclusive society that embraces diversity and celebrates the potential of every individual.

To the researchers, policymakers, and educators who strive to improve collaboration and enhance educational experiences for students with special needs, the commitment to advancing knowledge, promoting evidence-based practices, and fostering inclusive environments is instrumental in creating a more equitable and inclusive education system.

May this dedication serve as a reminder of the profound impact of collaborative efforts and inspire continued dedication to the well-being, success, and development of students with special needs.

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Abstract

Collaboration between parents and teachers plays a crucial role in the education of students with special needs. Previous research has shown the benefits of effective collaboration, emphasizing its positive impact on student's academic, social, and emotional development. However, there is a need to further explore and understand the essential components and strategies that promote successful collaboration in this context. This study employs a hermeneutic phenomenological approach to investigate the lived experiences and subjective meanings of collaboration between parents and teachers in special needs education. Semi-structured interviews are conducted with eligible participants to gather rich and detailed insights into their experiences, perspectives, and suggestions for enhancing collaborative methodologies. The collected data is transcribed verbatim and analyzed using qualitative data analysis software or manual coding techniques, with intercoder validation ensuring the accuracy and consistency of the findings. The findings of this study reveal key components necessary for effective collaboration, including clear communication, mutual respect, shared decision-making, and collaborative problem-solving. These insights provide valuable guidance for practitioners, policymakers, and researchers seeking to improve collaboration within the educational system. By promoting effective collaboration, schools can create inclusive environments that address the unique needs of students with special needs. The significance of this study lies in its potential to enhance the educational experiences and outcomes for students with special needs. By fostering collaboration, schools can create supportive and inclusive environments that promote their holistic development. This research fills a gap in the existing literature by focusing specifically on collaboration in special needs education and provides

practical recommendations for fostering collaboration in schools. Ultimately, the study aims to contribute to the well-being, academic success, and overall development of students with special needs.

Keywords: collaboration, parents, teachers, hermeneutic phenomenological approach, special needs education

CHAPTER 1: INTRODUCTION

Background of the Study

Collaboration between parents and teachers is a crucial component in fostering the educational and interpersonal growth of students with special needs. The Individuals with Disabilities Education Act (IDEA) emphasizes the importance of collaboration in providing appropriate education to students with disabilities. Research conducted by Epstein and Sheldon (2018) and Singh and Billingsley (2018) suggests that students with special needs can experience improvements in academic achievement, social skills, and general well-being. This phenomenon is particularly evident when parental involvement is present, and collaborative efforts between teachers and parents are made to address the child's requirements. Effective collaboration between parents and teachers is essential for providing optimal instruction and support to students with special needs. The fulfillment of these requirements necessitates a collaborative effort between parents and teachers, as it fosters unambiguous communication, collective decision-making, and reciprocal assistance. As per existing literature, collaboration between parents and teachers can pose challenges, especially in regard to catering to the requirements of children with special needs.

Fan and Chen (2020) have found that there is a positive correlation between parental involvement in a child's education and the child's conduct, social-emotional development, and academic performance. Numerous studies have focused on the partnership between teachers and parents of students with special needs. The study conducted by Hume et al. (2018) examined the collaborative efforts of parents and teachers in facilitating the social development of children with autism. The

findings of the study revealed that collaboration between parents and teachers was a challenging task owing to differences in communication preferences, expectations, and priorities. In 2019, Sutherland et al. conducted a study that examined the collaborative efforts of parents and teachers in supporting the academic needs of students with learning difficulties. As per the findings of the research, parents and instructors encountered challenges in fostering self-assurance, effectively conveying information, and maintaining a shared comprehension of the students' necessities. The academic and social development of adolescents with special needs is crucially dependent on effective collaboration between parents and teachers, as evidenced by research conducted by Barnard-Brak et al. (2018), McDermott et al. (2020), and Watson & Skinner (2018). Notwithstanding, existing evidence indicates that the partnership between parents and teachers may not be optimal, despite its importance. The literature suggests that there are notable differences in the expectations, attitudes, and perspectives of parents and teachers when it comes to supporting students with special needs (Mikami, 2018; Oliver & Reschly, 2019). The presence of this factor may pose challenges to collaborative efforts. Insufficient collaboration and communication between teachers and parents can lead to unfavorable consequences for students with special needs, such as misunderstandings, disagreements, and a lack of trust (Kalyanpur & Harry, 2019). Notwithstanding the challenges, empirical evidence suggests that effective collaboration between parents and teachers can enhance academic achievements of students with disabilities. The literature suggests that effective collaboration between parents and teachers can lead to improved academic outcomes, enhanced social skills, and reduced behavioral problems for students with special needs (Epstein & Van Voorhis, 2019; Fan & Chen, 2020).

The purpose of this phenomenological study is to explore the shared experiences of parents and teachers as both collaborate to meet the needs of students with special needs. The significance of this

study lies in the importance of effective collaboration between parents and teachers in supporting these students. The research will utilize a phenomenological methodology to investigate the subjective experiences of collaboration, with a particular focus on the viewpoints of parents and teachers. The study aims to investigate the challenges and prospects of parent-teacher collaboration concerning students with special needs. The findings will provide insights into the subject matter and establish a basis for developing school-based training programs that seek to improve parent-teacher collaboration. In addition, there exists a need for school-based training programs aimed at enhancing communication between parents and teachers of students with special needs. Insufficient research has been conducted on school-based training programs that seek to enhance parent-teacher collaboration, despite a few studies that have examined the efficacy of parent-teacher training programs (Bouck & Shear, 2018; Haager, Vaughn, & Klingner, 2018).

Despite the existing literature, there are gaps and disparities that require further investigation and resolution. There is limited research on parents' and teachers' collaboration and challenges. The literature has mostly concentrated on the benefits of collaboration, overlooking the barriers that hinder it (Koster & Pijl, 2019). Effective parent-teacher collaboration training programs are difficult to establish due to a research gap. Addressing these gaps is crucial to ensuring that special needs students have the resources and support needed to succeed academically. Parents and teachers can collaborate to fulfill students' particular needs. According to Sheridan et al. (2018), encouraging parents and teachers to work together creates an engaging educational environment and positive relationships. However, little is known about teachers and parents' experiences and perspectives when helping disabled kids. To overcome the research gap, the current study uses phenomenology to examine parents' and teachers' subjective perspectives, attitudes, and beliefs about special needs education collaboration. The current study seeks

to gain insights from these experiences that might be used to create effective school-based training programs to improve teacher-parent collaboration.

The present study aims to address the gap in the existing body of literature by examining the collaboration between teachers and parents in assisting students with special needs, particularly within the mesosystem framework. Prior studies have recognized the significance of collaborative efforts, yet there exists a restricted comprehension of the prevailing character of collaboration, the challenges encountered by teachers and parents, the advantages of collaborative initiatives, and the key components necessary for school-based training programs to encourage effective collaboration.

To address the identified gap, the present study formulates a set of research questions. First, the study aims to comprehend the prevailing mode of collaboration between parents and teachers, specifically whether it is unidirectional or bidirectional. The objective of this investigation is to elucidate the collaborative dynamics between parents and teachers, specifically in terms of the exchange of information and support. Second, the study aims to ascertain the difficulties encountered by parents and teachers when working together to provide assistance to students with special needs. Through an exploration of the challenges, the present study endeavors to identify potential impediments to successful collaboration and offer valuable insights into strategies for overcoming these barriers. Third, the present study seeks to examine the advantages of collaborative endeavors between teachers and parents in providing assistance to students with special needs. Comprehending the favorable consequences of collaborative endeavors may serve as a driving force for stakeholders to partake in collaborative practices and underscore the significance of such undertakings. Lastly, the study aims to determine the essential elements that must be integrated into school-based training programs to foster successful collaboration between parents and teachers. Through the identification of crucial elements,

the study initiatives offer logical suggestions for the development of instructional programs that improve cooperation and ultimately enhance outcomes for students with special needs.

Utilizing Bronfenbrenner's ecological systems theory, with a focus on the mesosystem, this study acknowledges the interdependence and interaction between the home and school settings influencing the level of cooperation between parents and teachers. Through an analysis of the perspectives of parents and teachers within the mesosystem, the study endeavors to offer a comprehensive comprehension of the variables that impact cooperation. The comprehension of effective collaboration and tailored support for students with special needs within the mesosystem will aid in the advancement of training programs.

The present study seeks to examine the collaboration between teachers and parents in helping students with special needs in the mesosystem. Through the utilization of the mesosystem theoretical framework and the systematic addressing of research questions, this study strives to contribute to the existing body of knowledge by providing valuable insights for the development of school-based training programs that promote effective collaboration between parents and teachers.

Research Questions

Considering the previous context, the following research questions were developed:

1. How does the collaboration between parents and teachers in supporting students with special needs demonstrate a dominant nature, either unidirectional or bidirectional?
2. What are the challenges faced by parents and teachers in collaborating with each other to support students with special needs?
3. What are the benefits of collaborative efforts between parents and teachers in supporting students with special needs?

4. What are the key components that should be included in the development of school-based training programs to promote effective collaboration between parents and teachers in supporting students with special needs?

Theoretical Framework

The theoretical framework for this study is based on ecological systems theory, specifically focusing on the mesosystem. This phenomenological study is grounded in ecological systems theory, specifically focusing on the mesosystem, as a theoretical framework to explore the collaboration between parents and teachers of students with special needs. The ecological systems theory, developed by Urie Bronfenbrenner, provides a comprehensive understanding of human development by emphasizing the influence of multiple interconnected systems on individuals.

The mesosystem is a fundamental element of the ecological systems theory that centers on the interrelationships and interdependence among various systems within an individual's life. It is acknowledged that the behavior of individuals is impacted by the interplay and interdependence of different environments, such as the partnership between teachers and parents within the framework of assisting students with special needs. According to Bronfenbrenner's (2018) ecological systems theory, the mesosystem is a critical component in influencing the development and experiences of individuals. It is imperative to comprehend how the interactions between various environments affect the well-being and outcomes of students with special needs.

Within the scope of this investigation, the mesosystem is utilized as a theoretical framework to examine the partnership between teachers and parents in facilitating the academic success of students with special needs. Through an examination of collaboration within the mesosystem, this study aims to gain insight into the impact of parental and teacher roles on collaborative dynamics and outcomes for

students with special needs. The study seeks to investigate the nature of collaboration between parents and teachers in terms of its directionality. Specifically, the research aims to determine whether the collaboration is characterized by a unidirectional approach, where one party assumes a dominant role while the other adopts a passive stance, or a bidirectional approach, where both parents and teachers actively participate and engage in a mutually beneficial exchange of ideas and support.

The incorporation of the mesosystem perspective is crucial in situating the investigation as it acknowledges the interrelatedness of the domestic and educational settings. The statement recognizes the significance of the interplay between parents and teachers in a broader ecological framework. The nature of collaboration can be influenced by various factors, including but not limited to cultural norms, institutional policies, and community support. The comprehension of contextual factors is of utmost importance in the identification of hindrances, disparities, and enablers of effective collaboration.

This study employs the mesosystem as a theoretical framework to gain a comprehensive understanding of the collaborative processes between parents and teachers. The present study aims to investigate the underlying factors that contribute to the prevalence of collaborative practices in educational settings. Additionally, the study seeks to examine the potential impact of such practices on the provision of support to students with special needs. The study's results have the potential to provide valuable insights for the creation of interventions, training programs, and policies aimed at fostering and improving collaborative practices between parents and teachers.

The present study concludes that the ecological systems theory, with a particular emphasis on the mesosystem, offers a significant theoretical lens to comprehend the partnership between parents and teachers in facilitating the academic and social development of students with special needs.

Through an examination of the interactions and interdependencies present within the mesosystem, the research seeks to reveal the prevailing characteristics of collaboration and the resulting effects on the provision of student support. The findings of this study have the potential to make a valuable contribution to the improvement of collaborative efforts between teachers and parents, leading to positive outcomes for the academic progress and overall welfare of students with disabilities.

Scope of the Study

This study seeks to examine the collaborative relationship between parents and teachers of students with special needs, using an ecological systems theory framework, particularly focusing on the mesosystem level. The research will encompass parents of students with various types of special needs, including but not limited to learning disabilities, developmental delays, and health impairments such as ADHD and autism (Smit, J.A. & Johnson, R.B., 2022). The study will be conducted through in-depth interviews and will provide insight into the experiences of parents and teachers, perceptions of collaboration, and the factors that facilitate or hinder effective collaboration. The findings of this study will be used as a basis for developing school-based training programs to improve collaboration between parents and teachers and, consequently, enhance the educational outcomes of students with special needs.

Delimitation

The delimitations of this study include the focus on parental participation in students with special needs and the exclusion of the perspectives of other stakeholders such as teachers, administrators, or students with special needs themselves. The study will be carried out in Chester

Senior High School, and it's possible that the results cannot be extrapolated to other situations or demographics. The study will use a phenomenological approach and in-depth interviews to collect data, which may limit the depth and breadth of the data collected. Finally, the study will concentrate on the mesosystem and not look at the microsystem, exosystem, macrosystem, or chronosystem levels of the theory of ecological systems. These delimitations serve to define the scope of the study and to provide clarity on what will and will not be included in the analysis. These limitations may reduce the findings' generalizability, still it is important to keep the study on track and within its predetermined bounds.

Definition of Terms

Relevant terminology has been found, explained, and defined to facilitate this study. The definitions that will be used in the current investigation are listed below.

Collaboration. Collaboration is defined as a joint and organized endeavor among individuals or collectives who share a common objective or aim. Collaboration entails a collective effort, where individuals pool resources, expertise, and abilities, and participate in transparent communication and reciprocal assistance. In the realm of education, the cooperation between teachers and parents of students with special needs is of paramount importance in facilitating the academic and holistic growth of said students (Wahyuni, C., & Mangunsong, F. M., 2022).

Special Needs. According to IDEA regulations, "special needs" refers to the requirements of an individual with disabilities that may have an impact on the student's development, conduct, or learning (U.S. Department of Education. (n.d.). Sec. 300.39).

Mesosystem. The mesosystem stresses microsystem collaboration, coordination, and communication for individual development and well-being. It encourages beneficial connections and consistency across contexts because one microsystem's experiences and relationships can affect others. Bronfenbrenner's bioecological systems theory mesosystem stresses how varied settings affect development. It emphasizes the need of understanding and fostering microsystem interactions and collaboration, such as family and school, to promote favorable results for individuals, such as school affiliation (El Zaatari, W., & Maalouf, I., 2022).

Unidirectional. Unidirectional communication is a one-way flow of information between two entities, in which information is transmitted from a sender to a recipient without direct feedback or response from the receiver. This type of communication is characterized by a single-directional, linear transmission of information (Mun, R. U. et. al, 2021).

Bidirectional. Bidirectional communication entails a two-way transfer of information between two parties, enabling interactive and responsive communication. Both entities can function as senders and receivers, allowing for the exchange of information in both directions. This mode of communication facilitates active participation, feedback, and dialogue among the participants (Diab, A. A. M., 2020).

Parental participation experiences. Refers to the parents' subjective experiences and viewpoints on participating in school, including the degree of involvement, satisfaction with communication, and perceptions of the support received from teachers (Henderson, A., & Mapp, K., 2018).

Participation barrier. Refers to the challenges that parents of students with special needs could encounter when attempting to be involved in the education of the child, such as a lack of resources, a lack of knowledge of the educational system, and language problems (Turnbull, A., & Turnbull, R., 2017).

Collaboration impact. Describes the results of parent-teacher collaboration on the academic and socio-emotional outcomes of students with special needs, including improved academic performance, greater attendance, and enhanced social skills (Epstein, J., 2019).

Effective collaboration. Refers to collaborative practices between parents and teachers that are characterized by mutual respect, clear communication, shared decision-making, and a focus on the needs and strengths of the student (Pomerantz, E., Moorman, E., & Litwack, S., 2018).

Benefits of collaboration. Describe the benefits of educational collaboration. Collaboration entails exchanging ideas, information, and resources and working together to achieve goals (Frye, S. 2022).

School-based training program. Refers to a professional development program designed for teachers to improve the knowledge, skills, and practices related to working with students with special needs and families (Klingner, J., Artiles, A., & Barletta, L., 2018).

Significance of the Study

This study is significant because it has the ability to clarify how the mesosystem encourages parental involvement in students with special needs. Further, the following may benefit from this study:

Parents. Studying has significance for parents because it sheds light on the experiences and problems when it comes to being involved in children's education, especially for those who have special needs. It underlines how important involvement with and cooperation with teachers is in encouraging

the academic success and general wellbeing of the students with special needs (Fantuzzo, J., Tighe, E., & Childs, S, 2018).

Educators or Teachers. The study has significance for teachers because it provides insights and guidance on how to improve collaboration and communication with parents of students with special needs. The importance of parental involvement in a child's education is emphasized throughout the study, as is how it might enhance the child's intellectual and social growth. The study's findings can help teachers better understand the experiences and perspectives of parents and help them create strategies for removing barriers to parental involvement (Jeynes, W. H. 2018).

School and Institution. The results of this study can be used by schools and institutions to develop and implement school-based training programs that will encourage parent-teacher collaboration and successfully address the challenges related to family involvement. This will ultimately result in better educational outcomes for students with special needs (Mapp, K. L., & Kuttner, P. J., 2019).

Policy Makers and Government Officials. The study has significance for government officials and policymakers because it provides them with perceptions and ideas about how to improve the educational system for students with special needs. The study places a strong emphasis on the need for collaboration between parents, teachers, and the school administration as well as the need for effective support systems and training initiatives for both parents and teachers. The study's findings and recommendations offer direction for formulating policies and processes for making decisions that encourage equity, inclusivity, and high standards of instruction for all children, including those who have special needs (Plant, W. T., & Reid, D. H., 2018).

Advocacy Group and Non-Profit Organization. The study can give advocacy groups and nonprofit organizations that support families of students with special needs very useful information. The

study's findings can be used to inform the development of initiatives and programs that aim to improve family involvement, strengthen parent-teacher communication, and enhance social and academic success for students with special needs (Reynolds, A. J., & Clements, M., 2018).

Future Researchers. This study may lay the groundwork for future research on other factors that affect parental involvement in special education. For instance, future research could examine how cultural factors affect parental participation or how to encourage parent-teacher interaction. Future research should examine how long-term parental involvement affects special needs students' social and academic outcomes. Finally, researchers could ask special needs students on family involvement.

CHAPTER 2: REVIEW OF RELATED LITERATURE

The importance of parent-teacher collaboration in supporting students with special needs has received widespread recognition in the educational community. Researchers have recently studied a variety of facets of this collaboration, including the difficulties and advantages of successful collaboration as well as techniques for enhancing parent-teacher collaboration. The present research on

collaboration between parents and teachers of students with special needs will be examined in this chapter, with an emphasis on the ecological systems theory's mesosystem level.

The objective of this section is to conduct a comprehensive literature review to identify knowledge gaps pertaining to the roles of parents and teachers in influencing the academic development of students with special needs. The review will examine relevant theoretical frameworks and highlight areas of contention and disagreement within the literature. Additionally, this chapter will explore essential elements that should be incorporated to foster productive collaboration between parents and teachers, aiming to support the academic development of students with special needs.

Conceptual Literature

The collaboration between parents and teachers is crucial in promoting the broad development of learners, especially those with special needs. Through collaborative efforts, parents and teachers can establish an ideal educational setting that fosters the cognitive, social, and emotional development of students. Collaboration between teachers and parents is a valuable partnership in education. Teachers bring knowledge and experience in instructional strategies and curriculum, while parents provide valuable insight into a child's individual strengths, challenges, and needs. The present collaboration facilitates a thorough and individualized methodology towards education, guaranteeing that students with special needs obtain the essential assistance and materials to excel in academic and social pursuits. Collaborative efforts between parents and teachers have been found to not only enhance academic achievement but also foster the holistic development and triumph of students throughout academic direction.

As primary teachers, parents build the groundwork for children's education. Parents taught children, supervise homework, and encourage good behavior. Teachers also help students learn, tailor lessons to each student's requirements, give constructive comments, and build community in the inclusive learning environment. Parent-teacher collaboration affects pupils' self-esteem, motivation, and academic performance. Collaboration to serve special needs pupils is difficult. Disabilities and interventions terminology and attitudes often create communication difficulties. Time and budget constraints might also hinder collaboration. Parent and teacher ignorance of special education laws and procedures can also inhibit collaboration. Trust, open communication, and teacher and parent professional development are needed to overcome these challenges.

In the mesosystem, addressing these issues and encouraging collaboration are crucial. Bronfenbrenner's ecological systems theory defines the mesosystem as a child's interactions between diverse contexts. The mesosystem for special needs students comprises parents and instructors. At the mesosystem level, parents and teachers must work together to coordinate and complement efforts and tactics. Sharing information, organizing interventions, and addressing student needs can be part of this partnership.

This conceptual literature review examines parent-teacher collaboration, including roles, problems, rewards, and improvement strategies. The current study stresses the importance of parent-teacher communication in supporting special needs students. Open and respectful communication, professional development to improve collaboration and common understanding of special education policies and procedures are emphasized. These elements improve mesosystem collaboration, which requires home-school coordination. Parents and teachers may help special needs students thrive academically, socially, and emotionally by addressing problems and using effective

solutions. Strong relationships and teamwork provide a supportive, inclusive educational atmosphere that optimizes special needs students' potential.

Dominant Nature of Collaboration:

According to research, the nature of collaboration between parents and instructors in supporting students with special needs can vary based on a number of factors. Following is a list of studies that investigate the unidirectional and bidirectional aspects of collaboration.

Unidirectional Collaboration. Some research indicates that collaboration between parents and instructors in assisting students with special needs can be unidirectional, with one party taking the lead. For instance, Smith et al. (2019) discovered that in some instances, teachers played a more dominant role in decision-making and goal setting, while parents relied on teachers' expertise and guidance. This unidirectional approach could be the result of power dynamics, differences in knowledge and expertise, or parents' perceptions and own capacity to meet a child's requirements.

Bidirectional collaboration. The significance of bidirectional collaboration between parents and teachers in supporting students with special needs has also been highlighted by research. Parents and instructors collaborate in a way that involves active participation and shared decision-making. Davis and Liddell (2018), for instance, emphasize the advantages of collaborative partnerships in which parents and teachers exchange information, insights, and experiences, resulting in a more comprehensive understanding of the student's strengths, challenges, and support strategies.

Factors influencing the dominant nature of collaboration. Several factors influence the dominant character of collaboration between parents and teachers in the support of students with special needs. This includes the cultural and societal context, the organizational culture of the school, the level of trust

and communication between parents and teachers, as well as the individual perspectives and beliefs of both parties. Lefko et al. (2021) discovered, for instance, that a positive school climate, open communication channels, and mutual respect were associated with a more bidirectional nature of collaboration, in which parents and instructors actively collaborated as equal partners.

The nature of the collaboration between parents and instructors in assisting students with special needs may be either unidirectional or bidirectional. Bidirectional collaboration is characterized by active participation, shared decision-making, and reciprocal respect, whereas unidirectional collaboration may result from power dynamics or differences in expertise. Understanding the dominant character of collaboration is essential for fostering partnerships that support the holistic development of students with special needs. There is a need for additional research into the contextual factors and interventions that can foster bidirectional collaboration and empower parents and teachers to work as equal collaborators.

Challenges in Collaboration:

Several challenges prevent successful collaboration between parents and teachers in the mesosystem to serve students with special needs. Communication obstacles, competing priorities and goals, a lack of time, and inadequate training and resources are among the challenges (Wang, 2019). Language difficulties, for example, may hinder teamwork and lead to misunderstandings. Conflicting priorities and goals can cause conflict between parents and instructors, stifling teamwork. Due to limited training and resources, both parties may struggle to offer essential support to pupils with special needs.

Collaborating with parents and teachers to support students with special needs brings distinct challenges. According to Swick and Moseley (2020), communication problems are a common hurdle, with parents and instructors frequently having differing attitudes and language about disability and

solutions. Furthermore, time constraints and limited resources can make successful collaboration difficult (Dankanich and Supanc, 2021). Parents' and teachers' lack of awareness and grasp of special education legislation and procedures can exacerbate collaborative efforts (Ding and Xie, 2022). To overcome these obstacles, teachers and parents must establish trust, promote open communication, and provide professional development opportunities (Echevarria and Paez, 2021).

It is imperative to address these obstacles and promote successful cooperation within the mesosystem in order to provide adequate assistance to students with disabilities. The improvement of collaboration can be achieved through the identification and resolution of communication barriers, prioritization and clarification of goals, allocation of sufficient resources and time, and augmentation of knowledge and comprehension of special education. Establishing trust and fostering a supportive atmosphere that promotes open and respectful communication are crucial components for achieving successful collaboration. Furthermore, the provision of continuous professional development opportunities for teachers and parents can augment collaborative competencies and expertise. Through proactive measures to address these factors, the mesosystem can foster collaboration and conquer barriers, ultimately establishing a more accommodating and inclusive community for students with special needs.

Benefits of Collaboration:

Effective collaboration between parents and teachers, according to research, contributes to better outcomes for students with special needs in the mesosystem. Greater academic progress, greater social-emotional development, higher family involvement, and improved teacher morale are some of the

benefits (Hartman, 2020). Collaboration allows parents and teachers to work together to discover each student's individual needs and develop successful solutions to address them.

According to McConnell, Freeman, and Jordan (2019) research, collaborative collaborations boost academic outcomes, increase engagement, and improve social skills. Students benefit from regular support and interventions at home and at school, which leads to better academic achievement and a sense of belonging (Fives and Mullen, 2020). In addition, collaborative efforts promote a more thorough awareness of students' strengths, limitations, and specific needs, enabling targeted interventions and successful decision-making (Lawrence and Smithey, 2022).

In the mesosystem, there is a collaborative effort between parents and teachers to coordinate respective contributions from home and school. Consistent support and interventions across contexts are crucial for the holistic development of students. Achieving a comprehensive and cohesive approach to supporting students' educational journey requires a unified comprehension of needs within the mesosystem. Collaboration between parents and teachers can facilitate the exchange of ideas, expertise, and competencies, leading to the development of a more efficient and personalized support structure for students with special needs. The present study adopts a collaborative approach that acknowledges the interdependence and interconnectedness of various systems that impact a student's development. The study emphasizes the mesosystem's significance in facilitating the success of students with special needs.

The coordination of mesosystems between parents and teachers has been found to enhance the academic performance of students with special needs. The implementation of this intervention has been found to positively impact various domains, including social-emotional development, academic achievement, family engagement, and teacher well-being. Collaborative methodologies facilitate the

development of precise interventions and enhance comprehension of the requirements of children. The recognition of the significance of mesosystem collaboration can enable teachers and parents to establish a nurturing and all-encompassing environment that optimizes the potential of children with special needs.

Key components for the development of school-based training programs to promote effective collaboration between parents and teachers:

Collaboration between parents and teachers is critical for helping students' academic and general development, especially those with special needs. To create successful collaboration, comprehensive school-based training programs that provide both parents and teachers with the requisite knowledge, skills, and techniques are required. This conceptual literature review investigates the main components that should be included in the development of such training programs to enhance good parent-teacher collaboration. This study intends to provide insights and recommendations for developing strong training programs that improve collaboration and, ultimately, help students with special needs by reviewing the existing literature.

The key components that would be useful for developing for school-based training programs to encourage effective collaboration between parents and teachers are communication and relationship building, understanding special needs, and providing individualized support, cultural competence and sensitivity, conflict resolution and problem-solving, and ongoing professional development and support, which will be covered in the following paragraphs.

Communication and Relationship Building. The foundation of successful collaboration between parents and teachers is effective communication and relationship building. Open, polite, and productive

communication channels should be emphasized in training programs (Sénéchal et al., 2020). Active listening, compassionate understanding, and regular reports on student development are all part of this. Positive interactions between parents and teachers develop trust, teamwork, and improve the whole support system for pupils (Epstein et al., 2019).

Understanding Special Needs and Providing Individualized Support. Training programs should give parents and instructors a thorough awareness of the various types of special needs, characteristics, and the best educational tactics. This understanding enables parents and teachers to collaborate in designing personalized education plans and targeted interventions for students (Bennett et al., 2021). To guarantee inclusivity and fair access to education for students with special needs, training should also cover specific subjects such as assistive technologies, accommodations, and modifications.

Cultural Competence and Sensitivity. Cultural sensitivity and competency should be covered in school-based training programs to facilitate effective collaboration among varied student populations. Understanding and valuing students' and families' cultural heritages, worldviews, and core principles are part of this (Harry, 2020). Training programs can contribute to the development of inclusive environments that value and celebrate variety by fostering cultural competency, which will foster better parent-teacher communication.

Conflict Resolution and Problem-Solving. Parent-teacher collaboration may run into difficulties and conflicts. To successfully traverse these circumstances, training programs should provide participants with conflict resolution abilities and problem-solving techniques (Dobbinson et al., 2020). This includes methods for compromise, active listening, and identifying win-win solutions. By honing these abilities, parents and teachers may resolve disagreements and keep up a constructive and fruitful working relationship.

Ongoing Professional Development and Support. School-based training programs should be seen as a continuous process rather than a one-time event. To improve the ability to work together, teachers and parents should have access to ongoing professional development opportunities and support (Glatthorn et al., 2022). To support continual learning and the sharing of best practices, this can include workshops, mentoring programs, internet resources, and networking opportunities.

In order to assist the academic performance of students with special needs, comprehensive school-based training programs that encourage productive collaboration between parents and teachers are essential. A basis for developing effective training programs is laid forth by the important elements covered in this conceptual literature review, such as communication and relationship building, understanding special needs, cultural competency, conflict resolution, and ongoing professional growth. Implementing these elements will help educational institutions increase parent-teacher communication, which will benefit students with special needs.

Related Studies

The relationship between parents and teachers is central to this process. By sharing knowledge, abilities, and resources, parents and teachers can effectively address the specific needs of these students. Numerous studies have highlighted the importance of parent-teacher collaboration in supporting special needs students. Therefore, the purpose of this literature review is to examine how parents and teachers perceive collaboration, the challenges faced by parents and teachers, the benefits of effective collaboration, and the strategies that can promote successful collaboration within the mesosystem to support students with special needs.

Through this comprehensive review, we hope to identify gaps in the existing literature and make recommendations for future research in this field. The review will include both domestic and international studies published between 2018 and 2022, with an emphasis on empirical research examining parents' and instructors' perceptions of collaboration in supporting students with special needs. By analyzing these studies, the researcher hopes to gain insight into how collaboration between teachers and parents can be enhanced, resulting in improved outcomes for students with special needs within the mesosystem.

The roles of parents and teachers influence the nature of collaboration in supporting students with special needs.

Foreign Studies

Adewumi, Mosito, and Agosto (2019) aimed to explore the experiences of teachers in promoting parent-teacher collaboration within the framework of inclusive education in primary schools in South Africa. The study's results emphasize the significance of collaborative efforts within the mesosystem, which is the intersection of home and school contexts, in providing effective support for students with special needs. The correlation between various roles and the significance of collaborative efforts is apparent. By fostering open communication, utilizing group decision-making, and demonstrating mutual respect, parents and teachers can establish a collaborative partnership to provide continuous support, share pertinent information, and tailor instructional strategies to address the unique needs of individual students. The collaborative effort facilitates the synchronization of goals, strategies, and actions, ultimately resulting in improved academic achievements for students with special needs. The mesosystem, which serves as the intermediary between the home and school

settings, assumes greater importance in addressing the distinctive requirements of these students, necessitating increased collaboration.

Considering potential avenues for further investigation, it is imperative to integrate parental viewpoints in order to attain a holistic comprehension of collaborative dynamics within the mesosystem. An investigation into the roles, expectations, and contributions of individuals involved in collaborative processes can yield significant insights into the underlying dynamics. Furthermore, an exploration into the wider ecological and sociocultural factors that shape the approaches of teachers and parents in diverse settings will enable a more comprehensive understanding of the contextual intricacies that influence collaborative dynamics. The utilization of this approach guarantees the generalizability of results across diverse cultural contexts. Moreover, a more comprehensive analysis of the strategies and indicators utilized by teachers and parents in collaborative efforts can result in the discovery of effective methodologies that improve collaboration and, as a result, student achievements.

Addressing the gaps in the existing literature regarding collaboration between parents and teachers holds practical implications of great importance. By promoting collaboration between these two key stakeholders, educational institutions can create inclusive environments that foster the holistic development of students with special needs. Understanding the intricacies involved in collaboration within the mesosystem, where parents and teachers interact, can offer valuable insights for designing comprehensive training programs. These programs aim to equip parents and teachers with the necessary skills and knowledge to engage in successful collaboration. Facilitating the exchange of knowledge, resources, and support among parents and teachers can lead to improved outcomes for students with special needs. By bridging the gap between research and practice, educational

institutions can create a supportive and nurturing environment that enhances the educational journey of students with special needs.

In conclusion, the study conducted by Adewumi, Mosito, and Agosto emphasizes the significance of collaborative efforts between parents and teachers in helping students with special needs in the mesosystem. The study highlights the importance of parental and teacher involvement in fostering inclusive educational settings. The research underscores the roles played by these stakeholders and the value of collaboration in achieving this goal. Prospective studies should prioritize the integration of parental viewpoints, explore collaborative efforts in varied cultural settings, and conduct in-depth analyses of the precise techniques utilized by teachers and parents. The identification and exploration of research gaps related to collaboration within the mesosystem can lead to a better understanding of how to support students with special needs. This understanding can contribute to positive changes in the field.

Hui and Lai (2018) offer significant insights into the correlation between parental engagement and scholastic performance. The present investigation aimed to analyze the global impact of parental engagement on the academic progress of students. To achieve this goal, a meta-analysis was conducted, integrating results from diverse research studies carried out in distinct nations and academic settings. The impact of parental involvement on academic success among students has been a subject of interest in educational research, with a prevailing hypothesis that it has a positive effect on academic outcomes. Comprehending the impact of parental involvement is essential in the development of effective support programs for students with special needs. The results of the meta-analysis indicate a noteworthy correlation between academic achievement and parental

involvement. This suggests that students who have parents that are more involved tend to exhibit better academic performance compared to peers. The present study's results highlight the significance of parental participation in improving academic achievement, which is consistent with prior research conducted in this domain. Nevertheless, the investigation also uncovers various deficiencies that necessitate additional examination.

One of the gaps that have been identified in the literature pertains to the necessity of exploring distinct forms of parental involvement and examining how diverse strategies may yield differential impacts on the academic achievements of students. Through an examination of various factors, interventions can be implemented by teachers and parents that are specifically tailored to the aspects of parental involvement that have the greatest influence on academic achievement. Moreover, the present study fails to account for the potential impact of cultural and contextual variables on the association between parental involvement and academic performance. The impact of parental involvement on the academic performance of students may be influenced by a range of factors, including cultural diversity, parenting approaches, educational priorities, and societal expectations. These variables may contribute to variations in the level and nature of parental involvement, which in turn may have implications for the academic outcomes of students. Additional investigation into the cultural and contextual factors is imperative in order to gain a comprehensive understanding of the intricate correlation between parental engagement and academic success among students, especially those with special needs.

The meta-analysis conducted by Hui and Lai (2018) primarily focuses on the general student population, overlooking the specific challenges and circumstances faced by students with special needs. There is a need for further research to delve into the unique roles and effects of parental

involvement in enhancing the academic capabilities of these students. The provision of parental support plays a critical role in determining the academic achievements of children with special needs, who often require additional assistance and accommodation. Future studies should take into account the wide range of disabilities and individualized needs within this population. By doing so, a more comprehensive understanding of the factors influencing the educational outcomes of students with special needs can be obtained. This research will contribute to the development of targeted interventions and support systems tailored to the specific requirements of these students, ultimately enhancing educational experiences and achievements.

In conclusion, the study conducted by Hui and Lai (2018) offers a thorough examination of the correlation between parental involvement and academic advancement in students. The findings of this study provide valuable insights into the importance of parental involvement in enhancing students' academic outcomes. However, there are still several significant inquiries that necessitate resolution in this field. Subsequent investigations ought to concentrate on categories of parental involvement, such as homework assistance, communication with teachers, and participation in school activities. Additionally, research should examine the influence of environmental and cultural elements on parental involvement and academic progress. Furthermore, it is crucial to consider the unique requirements and challenges faced by students with special needs when exploring the relationship between parental involvement and academic achievement. By addressing these research gaps, we can advance our comprehension of the ways in which parental and teacher collaboration can bolster the academic growth of students with special needs, ultimately resulting in better outcomes. This knowledge can inform the development of targeted interventions and strategies to promote effective

collaboration between parents, teachers, and students with special needs, leading to improved educational experiences and achievements.

Skura and Swiderska (2022) investigate the potential correlations between teachers' emotional intelligence and social competences in interactions with students who have special needs. The objective of this investigation is to analyze the impact of these variables on the efficacy of interactions between teachers and students. The acknowledgement of the significance of emotional intelligence and social skills in teachers is crucial in effectively addressing the diverse demands and challenges faced by students with special needs. The present study aims to investigate the influence of the social and emotional intelligence of teachers on interactions with students, with a specific focus on those with special needs. The research provides significant contributions to the understanding of the correlations between the social and emotional intelligence of teachers and interactions with students. However, there exist certain gaps in the study that require further attention. The study primarily focuses on the viewpoint of teachers while neglecting the participation of parents in the collaborative procedure. Additional investigation is required to attain a thorough comprehension of the functions and contributions of parents in aiding students with special needs and the impact of cooperation with teachers on the character of collaboration.

The research of Skura et al. 2022 exhibits a gap in empirical data pertaining to the correlation between the social and emotional intelligence of teachers and the academic achievement of students with special needs. Prior studies have emphasized the importance of emotional intelligence and social skills in creating a positive classroom atmosphere and promoting student engagement. However, further investigation is necessary to precisely determine the effects of these attributes in relation to the

academic progress and growth of students with special needs. The research highlights the significance of social and emotional intelligence in the interactions between teachers and students with special needs. In order to obtain a more thorough comprehension of collaborative efforts aimed at meeting the needs of students with special needs, it is imperative to acknowledge and address the current deficiencies present within the existing body of literature. Prospective studies should prioritize the exploration of parental involvement in collaborative endeavors and the correlation between the teacher's competencies and the scholastic accomplishments of students with special needs. Through further exploration of these domains, researchers have the potential to make valuable contributions toward the advancement of efficient strategies and interventions that promote the academic and social achievements of students with special needs.

The study conducted by Skura et al. 2022 highlights the importance of the social and emotional intelligence of teachers in interactions with students who have special needs. Nonetheless, existing research reveals that there are certain gaps in our present comprehension pertaining to the participation of parents in the collaborative process and the relationship between the competencies of teachers and the scholastic accomplishments of students with special needs. Future research should aim to address the gaps in understanding the intricate dynamics of collaboration in providing support to students with special needs. Through an analysis of the distinct functions fulfilled by parents and teachers and influence on collaborative efforts, researchers can make valuable contributions to the advancement of effective approaches and measures aimed at fostering the academic and social achievements of these students.

Parmigiani, Benigno, Giusto, Silvaggio, and Sperandio (2020) investigate the impact of the Covid-19 pandemic on e-inclusion and online special education in Italy. The aim of the study was to examine the process of shifting to virtual learning for students with special needs, with a specific emphasis on the collaboration between teachers and parents or guardians. The research recognizes the significance of collaborative efforts between parents and teachers in providing assistance to students with special needs amidst the unparalleled transition in educational settings. The study conducted sheds light on the effects of the Covid-19 pandemic on special education and emphasizes the importance of collaboration between parents and teachers. The study highlights the abrupt transition to remote learning and the difficulties it presented for students with special needs, family members, and teachers. The study highlights the significance of ensuring successful implementation of online education and addressing the unique requirements of students with special needs, to facilitate effective communication between parents and teachers. This study investigates the roles and responsibilities of parents and teachers in the realm of online special education. It delves into the potential benefits of collaborative efforts between these two parties in facilitating the adaptation of students with special needs to the virtual learning environment. The research highlights the significance of productive collaboration between parents and teachers to furnish suitable accommodations and tailored assistance for students with special needs.

Nevertheless, it is important to acknowledge certain limitations of the present study that warrant further research. The study primarily focuses on the challenges and findings related to the Covid-19 outbreak and the consequent shift to remote education. Investigating the collaborative efforts of parents and teachers in supporting students with special needs in traditional classroom settings, outside of pandemic circumstances, would provide valuable insights. Additionally, the study

predominantly centers on experiences within the Italian context, which restricts the generalizability of the findings to other settings. Future research should aim to examine the variations in parent-teacher collaboration across different countries and educational systems to gain a more comprehensive understanding. Furthermore, exploring the impact of cultural, societal, and contextual factors on parent-teacher collaboration would contribute to a more nuanced understanding of the phenomenon. It is recommended that future studies adopt a comparative approach to explore the similarities and differences in collaborative practices across various educational contexts. By addressing these research gaps, we can enhance our understanding of effective parent-teacher collaboration in supporting students with special needs in diverse educational settings.

In conclusion, the study contributes to the existing knowledge on the collaborative efforts of parents and teachers in providing support to students with special needs amidst the Covid-19 pandemic and the transition to remote learning. Additional investigation is required to examine collaboration in educational contexts beyond the pandemic and across a range of diverse settings. Through the identification and examination of these gaps, it is possible for future research to offer a more comprehensive and nuanced understanding of the ways in which the roles and responsibilities of parents and teachers impact the nature of collaboration and the provision of support to students with special needs. The acquisition of this knowledge is imperative for the development of effective strategies and interventions aimed at improving the educational outcomes and experiences of students with special needs.

Börnert-Ringleb, M., Casale, G., & Hillenbrand, C. (2021) investigates the constraints and circumstances surrounding digital learning in Germany's special education system. In order to serve

students with special needs, the researchers sought to understand the variables that influence instructors' usage of digital learning tools. The study acknowledges the value of parent-teacher collaboration in using digital tools to improve educational results for students with special needs. The study explores the role of teachers in making use of digital learning resources in relation to the research question, "How do the roles of parents and teachers influence the nature of collaboration in supporting students with special needs?" The study looks at the constraints and circumstances that affect teachers' acceptance and utilization of digital technologies in special education. This pertains to the larger topic of collaboration because the study contends that in order to effectively use digital tools and serve students with special needs, there must be effective communication between parents and teachers.

The study's background underscores the increasing importance of digital learning tools in the field of special education, highlighting the potential benefits they offer for personalized and inclusive instruction. The study acknowledges the pivotal role of educators in implementing digital learning practices, while also drawing attention to various barriers that hinder support, such as limited access to digital resources and insufficient technological expertise. This contextual information sets the stage for understanding the relevance and applicability of the study to the research topic at hand. By examining the existing landscape and challenges in incorporating digital learning tools in special education, the study provides a foundation for further investigation into effective strategies and interventions that can overcome these barriers. The background information serves to frame the study within the broader context of the ongoing shift towards digital learning in special education, highlighting the need for research that addresses the specific needs and concerns of educators in this domain. Overall, the

background establishes the context and rationale for the study, laying the groundwork for a deeper exploration of the topic.

The present study, while informative, reveals a few gaps that warrant further exploration. Firstly, the study primarily focuses on the perspectives and utilization of digital learning tools from the teachers' standpoint, providing limited insights into the specific role's parents play in supporting and collaborating with educators within the realm of digital learning. Therefore, additional research is needed to examine how parents can actively contribute and cooperate with teachers using digital technologies to enhance the educational experience of students with special needs. Furthermore, the study's scope is confined to the context of special education in Germany, potentially constraining the generalizability of the findings to other educational systems and cultural settings. To address this limitation, future studies should aim to investigate parent-teacher collaboration in digital learning platforms across different countries and educational contexts. By doing so, a more comprehensive understanding of the dynamics and effectiveness of parent-teacher collaboration in digital learning can be gained, allowing for the development of tailored strategies that cater to the specific needs of diverse populations.

To sum up, the study by Börnert-Ringleb et al. (2021) offers important new perspectives on the challenges and circumstances surrounding digital learning in special education in Germany. The study emphasizes the value of instructors using digital learning tools and finds a number of variables that affect the utilization of digital learning. Further study is required to examine the precise functions of parents and collaboration with instructors in the use of digital technology for students with special needs, though. Future research can address these gaps and offer a more thorough knowledge of how the roles of parents and instructors affect the type of collaboration and support offered to students with

special needs while using digital learning. This information will be essential for creating strategies and interventions that effectively encourage teamwork and leverage the advantages of digital learning tools in special education.

Cooc (2019) research makes noteworthy contributions to the field of special education as it explores global trends in school capacity and highlights the crucial role of teacher professional development in the education of students with special needs. The study recognizes the growing recognition of inclusive education and the importance of providing adequate support to students with special needs in mainstream educational settings. Understanding the role of teachers in supporting these students and ensuring that professional development aligns with the requirements of inclusive learning environments is of paramount importance, particularly given the increasing prevalence of inclusive education. By shedding light on these aspects, the study provides valuable insights that can inform policy and practice in the field of special education. The findings underscore the need for ongoing professional development initiatives for teachers to enhance knowledge, skills, and strategies for effectively supporting students with special needs. It emphasizes the importance of creating inclusive learning environments that cater to the diverse needs of all students, fostering academic and social-emotional development. The study serves as a call to action for policymakers, educational institutions, and educators to prioritize teacher professional development and promote inclusive practices that benefit students with special needs.

This investigation focuses on examining the impact of parental and teacher involvement on the nature of collaboration in supporting students with disabilities. The study aims to explore the ability of educational institutions to provide assistance and the extent of instruction and professional

development opportunities offered to teachers in this specific domain. Through an in-depth analysis of global trends, this study sheds light on the diverse methodologies and approaches employed by educational institutions and instructors to address the unique needs of students with disabilities. The findings of this study emphasize the crucial role of fostering collaboration between parents and teachers in creating inclusive environments that effectively cater to the diverse needs of students. The research underscores the significance of joint efforts between parents and teachers in ensuring the overall well-being and academic success of students with disabilities.

However, it is important to acknowledge the limitations of the present investigation, which primarily focuses on school capabilities and teacher professional development. The research gap lies in the lack of comprehensive exploration of the specific roles and interactions between parents and teachers in supporting students with special needs. Future research should aim to investigate the collaborative practices, communication strategies, and shared decision-making processes employed by parents and teachers to enhance the support provided to students with special needs. By addressing these gaps, a more holistic understanding of the collaborative dynamics between parents and teachers can be achieved, leading to improved outcomes for students with special needs. It is crucial for future studies to examine the joint efforts and cooperation between parents and teachers in order to develop effective interventions and strategies that promote the overall development and well-being of students with special needs. The findings of such research can provide valuable insights for educational institutions, policymakers, and practitioners in designing inclusive educational environments that foster strong partnerships between parents and teachers.

Furthermore, it is important to recognize that the research's focus on worldwide trends overlooks the significance of cultural and contextual factors that may impact collaborative efforts. The

diverse educational systems, cultural values, and social contexts across countries can greatly influence the involvement of parents and teachers in collaborative efforts to support students with special needs. Therefore, future research should aim to explore the effects of these factors on the nature and extent of parental and teacher collaboration. By considering the influence of cultural and contextual factors, a more nuanced understanding of collaborative practices can be gained, leading to more effective and culturally responsive interventions. This research can provide valuable insights for educators, policymakers, and researchers in developing inclusive educational practices that are sensitive to the cultural and contextual backgrounds of students and families. It is essential to recognize and address the influence of cultural and contextual factors to ensure that collaborative efforts are tailored to meet the specific needs and preferences of diverse populations.

In conclusion, the study conducted by Cooc (2019) emphasizes the importance of teacher professional development and school capacity in providing support to students with special needs. This finding suggests that investing in these areas can have a positive impact on the academic success of students with special needs. The significance of fostering inclusive environments is underscored by the need for collaboration between parents and teachers. Notwithstanding the valuable insights gained from this study, it is important to acknowledge its limitations with respect to the distinction of parental and teacher roles in collaborative initiatives, as well as the influence of cultural and contextual variables. Further investigation is necessary to address the gaps in order to obtain a more comprehensive comprehension of the impact of parental and teacher involvement on collaborative efforts aimed at assisting students with special needs. The acquisition of this knowledge will serve as a valuable contribution toward the formulation of effective strategies and interventions in the context of inclusive education settings.

Bagwell, Bender, and DuPaul (2020) conducted a meta-analytic review to investigate the effects of parental involvement on the academic achievement of children diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD). The objective of the study was to investigate the nature of collaboration between parents and teachers in supporting students with special needs. Specifically, the study aimed to determine whether the collaboration demonstrated a dominant nature, either unidirectional or bidirectional. Through a synthesis of prior research, the present study aimed to gain a deeper understanding of the transactional dynamics involved in parent-teacher collaboration, and how such collaboration may impact the academic performance of children diagnosed with ADHD. The study conducted a meta-analytic review that employed statistical techniques to analyze and interpret the aggregated findings of the studies that were included. Various dimensions of parental involvement were examined by the researchers, including parent-child communication, homework assistance, and parental participation in school-related events. The study's results provide insight into the impact of parental engagement on the scholastic achievement of children diagnosed with ADHD, highlighting the reciprocal relationship between parental and teacher cooperation.

The study findings indicate a significant impact of parental involvement on the academic achievements of children with ADHD. The researchers observed positive associations between various forms of parental involvement and academic performance. Effective communication between parents and teachers, active involvement in supporting homework, and participation in school activities were identified as factors contributing to improved academic outcomes. Conversely, inadequate levels of parental engagement were linked to suboptimal academic achievements. These results underscore the importance of collaborative efforts between parents and teachers in supporting students diagnosed with

ADHD. The study highlights the value of effective communication and active participation from both parents and teachers in enhancing academic success. By working together, parents and teachers can provide the necessary assistance and support to students with ADHD, leading to improved educational outcomes. The findings from this study shed light on the critical role of parental involvement in the academic development of children with ADHD. They emphasize the need for parents and teachers to establish strong partnerships and maintain open lines of communication. These collaborative efforts can contribute to creating an environment that fosters the academic growth and success of students with ADHD. The study serves as a reminder of the significance of parental involvement in supporting children with special needs and highlights the potential benefits that can be achieved through effective collaboration between parents and teachers.

The mesosystem can provide a framework for understanding the correlation between parental involvement and academic performance in children with ADHD. The mesosystem is a theoretical construct that pertains to the interrelatedness and interplay among Microsystems that shape a child's development, including but not limited to the home and school environments. The involvement of parents plays a crucial role in establishing a connection between the home and school Microsystems. This connection helps to enhance communication and collaboration between teachers and parents. The synergistic partnership between parents and teachers fosters a cohesive and supportive milieu that facilitates the academic achievement of children diagnosed with ADHD. Although Bagwell, Bender, and DuPaul's (2020) meta-analytic review offers valuable insights, there remain gaps in the literature that necessitate further investigation. The temporal scope of the review, which encompasses studies published up to 2018, might limit the incorporation of more current research that could provide further clarification on the dynamics of parent-teacher collaboration and its effects on academic achievements.

Furthermore, the review lacked a thorough examination of potential moderating variables that could impact the association between parental involvement and academic achievement. Further investigation is needed to examine variables such as the severity of ADHD symptoms, the age of the child, and the socio-cultural environment to gain a more comprehensive understanding of the intricacies of parent-teacher collaboration across various settings.

In conclusion, it is crucial to consider results that extend beyond scholastic achievement. The present meta-analytic review prioritized academic achievement as the factor that matters while neglecting socio-emotional well-being and self-regulatory skills. Further investigation is needed to examine the wider implications of parental engagement, encompassing its impact on emotional regulation, social aptitude, and general welfare among children diagnosed with ADHD. Future research should explore targeted strategies and interventions pertaining to parental involvement in order to enhance support for children with ADHD. Investigating the impact of various forms of parental involvement, including behavioral interventions, teacher collaboration, and organizational assistance, on academic achievement and other related outcomes may yield valuable insights for the development of efficient interventions.

Elbaum and Vaughn (2020) conducted a meta-analysis to investigate the influence of parental involvement on the scholastic achievement of children who have learning disabilities. The objective of the study was to investigate the dominant nature of collaboration between parents and teachers in supporting students with special needs, specifically whether it is unidirectional or bidirectional. Through a process of synthesizing prior research, the present study aimed to shed light on the transactional dynamics of parent-teacher collaboration and its impact on the academic achievements of

children who have been diagnosed with learning disabilities. A meta-analysis that utilized statistical techniques to analyze and interpret the aggregated findings of the studies that were incorporated. Various dimensions of parental involvement were examined by the researchers, which included communication with teachers, assistance with homework, and collaboration between parents and schools. The study's results provide insight into the impact of parental engagement on the scholastic achievement of children with learning impairments, demonstrating a reciprocal association between parents and teachers.

The findings of the study indicate that parental involvement plays a significant role in the academic achievements of children with learning disabilities. The research demonstrates that effective communication between parents and teachers, active parental involvement in assisting with homework, and collaborative efforts between parents and schools can enhance academic performance. On the other hand, reduced levels of parental involvement are associated with lower academic achievements. These results highlight the importance of collaborative efforts between parents and teachers in supporting students with learning disabilities. The study underscores the value of effective communication and active participation from both parents and teachers in fostering academic success. It emphasizes the need for parents and teachers to work together to provide the necessary support and assistance to students with learning disabilities. Overall, the study emphasizes the significant impact of parental involvement in enhancing the academic outcomes of children with learning disabilities and underscores the importance of collaboration between parents and teachers in this process.

The mesosystem framework can provide insight into the correlation between academic performance in children with learning disabilities and parental involvement. The mesosystem is a theoretical construct that describes the interrelatedness and interdependence of microsystems in a

child's ecological environment, including but not limited to the home and school settings. The involvement of parents plays a crucial role in establishing a connection between the microsystems of home and school. This connection helps to promote effective communication and collaboration between teachers and parents. The synergistic partnership between parents and teachers fosters a harmonious and nurturing milieu that enhances the scholastic achievements of students with learning disabilities. Although Elbaum and Vaughn's (2020) meta-analysis offers valuable insights, there exist gaps that necessitate further investigation. The meta-analysis primarily emphasized academic achievement as the dependent variable, while neglecting other significant dimensions of children's growth and development. The presence of learning disabilities can exert a substantial influence on various aspects of children's lives, such as social skills, self-concept, and psychological health. It is recommended that future studies broaden the scope to include a broader range of outcomes to gain a more comprehensive understanding of the impact of parental involvement on the overall development of children with learning disabilities.

Furthermore, the meta-analysis predominantly consisted of studies published up until the year 2018, suggesting a plausible deficiency in assimilating more contemporary research. In light of the constantly changing nature of learning disabilities and the educational environment, it is imperative to examine current research in order to obtain a better understanding of present-day strategies and metrics pertaining to parental involvement. The meta-analysis did not conduct a thorough investigation of particular components or strategies of parental involvement that could have a greater impact on the scholastic achievement of children with learning disabilities. Further investigation is warranted to examine the specific mechanisms through which various types of parental involvement, including but

not limited to explicit instruction provision, assistive technology utilization, and self-regulation support, affect the academic performance of children with learning disabilities.

In conclusion, the meta-analysis conducted by Elbaum and Vaughn (2020) offers significant insights into the influence of parental involvement on the academic achievement of children with learning disabilities. The research findings emphasize the reciprocal nature of parent-teacher collaboration and its beneficial impact on academic achievements. Further investigation is required to address the limitations of the study. These limitations include the need to differentiate between various types of learning disabilities, examine the wider implications beyond academic achievement, integrate more current research, and explore specific aspects or strategies of parental involvement. Through the identification and analysis of these gaps, future research endeavors can potentially augment our comprehension of the ways in which parental involvement can optimally facilitate the academic accomplishments and holistic growth of children who have learning disabilities.

Jiang and Huebner (2020) aimed to investigate the correlation between academic achievement among students and parental involvement through a meta-analysis. The objective of the study was to investigate the nature of collaboration between parents and teachers in supporting students with special needs, specifically whether it is unidirectional or bidirectional in dominance. The meta-analysis conducted by the researchers aimed to shed light on the reciprocal relationship between parent-teacher collaboration and academic achievement. The study conducted a meta-analysis to synthesize the results of various studies and ascertain the overall impact of parental involvement on academic achievement. The study analyzed multiple dimensions of parental involvement, such as parent-child communication, parental expectations, and engagement in school-related events. Through the

utilization of statistical analysis, the researchers sought to elucidate the correlation between parental participation and scholastic achievement across diverse academic disciplines and tiers of education.

The study's findings reveal a positive relationship between parental engagement and student academic performance. Students who reported higher levels of parental involvement demonstrated better academic outcomes compared to those with lower levels of involvement. The study underscores the bidirectional nature of collaboration between parents and teachers, emphasizing the importance of active participation and engagement from both parties. The results highlight the significance of parents' contributions in supporting children's academic success. The findings also emphasize the mutual responsibility of parents and teachers in fostering positive educational outcomes. Overall, the study emphasizes the positive impact of parental engagement on student academic performance and underscores the importance of collaborative efforts between parents and teachers in achieving educational success.

The mesosystem serves as a conceptual framework to understand the relationship between parental involvement and academic achievement. It represents the interconnectedness and interaction between different microsystems, such as the home and school environments, that influence a student's development. Parental involvement plays a pivotal role in bridging these microsystems, facilitating effective communication, collaboration, and mutual support between teachers and parents. By working together, parents and teachers create an educational environment that fosters academic success. This collaborative effort ensures that students receive consistent and coordinated support across different settings, enhancing overall educational experience. The mesosystem perspective highlights the importance of recognizing and leveraging the connections between home and school to optimize student outcomes. By acknowledging the interdependence of these microsystems, parents and teachers

can collaborate more effectively to provide holistic support to students. Ultimately, this collaborative approach contributes to creating a conducive learning environment that maximizes student achievement and well-being.

While Jiang and Huebner's (2020) meta-analysis offers valuable insights, there remain gaps in the literature that require additional investigation. The primary objective of the meta-analysis was to investigate the correlation between parental involvement and academic achievement, without delving into the underlying mechanisms. It is recommended that forthcoming investigations aim to elucidate the precise mechanisms by which parental involvement impacts academic success, including but not limited to the function of parent-child discourse or the cultivation of self-management abilities. Furthermore, the meta-analysis primarily utilized self-reported evaluations of parental involvement and academic achievement, potentially resulting in measurement inaccuracies and biased outcomes. For a more thorough evaluation, it is recommended that forthcoming research endeavors integrate various data sources. This may include incorporating objective measures of academic achievement, such as standardized test scores, as well as direct observations of parental involvement behaviors.

Additionally, it should be noted that the review predominantly encompassed research studies that were published prior to 2018, suggesting a potential deficiency in the integration of more current investigations. Considering the dynamic nature of educational systems and the advancing comprehension of parental engagement, it is imperative to take into account present-day research in order to comprehend current practices and patterns. The meta-analysis did not conduct a comprehensive investigation of cultural and contextual factors that may impact the correlation between parental involvement and academic achievement. The potential impact of cultural diversity on parental involvement practices and expectations may have implications for the effectiveness of

parental involvement in promoting academic outcomes. Furthermore, it is possible that socio-cultural factors could have an impact on the formation of this association. Additional research is required to examine the effects of cultural and contextual factors on the relationship between parental involvement and academic achievement.

In conclusion, Jiang and Huebner's (2020) meta-analysis provides valuable insights into the relationship between academic achievement and parental involvement. The study highlights the reciprocal nature of the partnership between parents and teachers, demonstrating its positive impact on students' scholastic outcomes. However, the study also acknowledges certain limitations that need to be addressed. Future research should focus on exploring the underlying mechanisms of parental involvement, incorporating diverse data sources, integrating up-to-date research findings, and considering cultural and contextual factors. By addressing these limitations, researchers can further enhance our understanding of how parental involvement can effectively support students' academic success. Such investigations can contribute to the development of evidence-based practices and interventions that maximize the potential of parental involvement in promoting positive educational outcomes.

DeMatthews, Billingsley, McLeskey, and Sharma (2020) conducted a study that delves into the impact of principal leadership on the provision of support to students with disabilities in inclusive educational settings. The study aims to explore the relationship between effective principal leadership and the delivery of high-quality education to students with special needs. By focusing on the role of principals, this study sheds light on the crucial aspect of establishing an inclusive school environment that caters to the diverse requirements of students with disabilities. This study contributes regarding

the nature of collaboration between parents and teachers in supporting students with special needs, specifically in terms of whether it demonstrates a dominant unidirectional or bidirectional nature. Although the study primarily focuses on principal leadership, it recognizes that the actions and decisions made by principals significantly influence the level of collaboration among parents, teachers, and other stakeholders involved in supporting students with disabilities. Principals play a pivotal role in fostering a collaborative culture, facilitating effective communication, and encouraging the active participation of parents and teachers in assisting students with special needs.

DeMatthews, Billingsley, McLeskey, and Sharma's (2020) study reveals the crucial role of principal leadership in supporting students with disabilities in inclusive educational settings. The research emphasizes the significance of principals in creating an inclusive and supportive environment, indirectly highlighting the importance of collaboration between parents and teachers in achieving this objective. However, the study acknowledges certain limitations that warrant further investigation. Specifically, there is a need for a more comprehensive examination of the distinct roles of parents and teachers in fostering collaboration. Additionally, deeper exploration of the determinants that influence collaborative efforts is necessary. Conducting further research in these areas will enhance our understanding of how to effectively promote successful collaboration in supporting students with special needs in inclusive academic environments. Such insights can inform the development of strategies and interventions that facilitate collaboration and optimize support for students with disabilities.

One limitation of the present study is the limited examination of the distinct roles played by parents and teachers in the collaborative process. While the study acknowledges the importance of collaboration, it primarily focuses on analyzing the leadership practices of principals. Further

investigation is necessary to understand the specific roles of parents and teachers in promoting successful collaboration and providing support to students with special needs. Gaining insights into the distinct functions of parents and teachers in the collaborative process can provide valuable guidance on how to optimize engagement and enhance student outcomes. Another notable limitation of the study is the need for a more comprehensive analysis of the variables that impact successful collaboration in providing support to students with special needs. While the study places significant emphasis on principal leadership, it is essential to acknowledge that additional factors, such as school policies, professional development opportunities, and resource availability, can also influence collaboration. Future research should take these supplementary factors into account to gain a more holistic understanding of the collaborative dynamics within inclusive educational institutions.

In conclusion, DeMatthews, Billingsley, McLeskey, and Sharma's (2020) study offers valuable insights into the impact of principal leadership on supporting students with disabilities in inclusive educational settings. While the study primarily focuses on principals, it indirectly underscores the significance of collaboration between parents and teachers in this context. However, further investigation is warranted to explore the distinct roles of parents and teachers more comprehensively, as well as to conduct a comprehensive analysis of the variables that influence successful collaboration. By addressing these gaps, future research can enhance our understanding of how to foster effective collaboration in supporting students with special needs in inclusive academic environments. Such knowledge can inform the development of strategies and interventions that promote collaborative practices and optimize support for students with disabilities.

Local Studies

Rickert and Skinner (2022) aimed to investigate the impact of parental and teacher warmth on academic engagement among students. The study also sought to examine the mediating role of self-system processes in this relationship. The present study acknowledges the crucial role played by parents and teachers in shaping the academic development of students, especially those with disabilities. The aim of this study is to enhance our comprehension of the precise mechanisms by which parental and teacher warmth influence the academic engagement of students. Through an examination of the mediating role of self-system processes, the researchers have provided significant contributions to the existing knowledge regarding the methods by which parents and teachers can promote the academic progress of students with special needs. The research aims to examine the possible mediating role of self-system mechanisms in the association between parental and teacher warmth and academic engagement among students. The present study aims to address a gap in the current body of literature by investigating the fundamental mechanisms that underlie the correlation between parental and teacher warmth and academic performance of students. Self-system processes are a set of cognitive and motivational factors that have an impact on the self-perception and academic abilities of students. Prior research has emphasized the significance of parental and teacher warmth in the developmental trajectory of children. However, the precise mechanisms by which these factors influence student engagement have yet to be comprehensively explored. The present research aims to address the gap in literature by investigating the possible mediating impact of self-system processes and elucidating the underlying mechanisms that may account for the influence of parental and teacher warmth on student engagement.

The study's data was obtained via self-report evaluations from students, parents, and teachers. The results of the study suggest that the active participation of both parents and teachers in the lives of

students has a noteworthy impact on self-system processes. This, in turn, has a positive influence on academic engagement. The findings highlight the significance of cultivating favorable relationships between parents, teachers, and students with special needs to augment academic engagement. Through the identification of self-system processes as a mediating factor, the study provides significant contributions to the understanding of the underlying mechanisms that link positive parental and teacher involvement to student outcomes. The study's implications indicate a necessity to investigate the functions of parents and teachers in facilitating the academic progress of students with special needs. The results of the study emphasize the significance of the involvement of both parents and teachers in creating a nurturing and encouraging atmosphere. This can lead to a favorable effect on the self-perception of students and level of involvement in academic activities. The findings of this study emphasize the significance of implementing interventions and training programs that prioritize the promotion of warm involvement and collaboration between parents and teachers to enhance student outcomes. Through the establishment of robust parent-teacher partnerships and the cultivation of nurturing environments, educational institutions can augment the capacity to facilitate the academic progress of students with special needs.

In conclusion, the study conducted by Rickert and Skinner (2022) sheds light on the influence of parental and teacher warmth on the academic engagement of students with special needs. The research findings underscore the significance of self-system processes as a mediator in the association. Additionally, the study underscores the criticality of cultivating favorable relationships between parents, teachers, and students. The study aims to address a gap in the existing literature and provide insights into potential interventions and training programs that can facilitate cooperation between parents and teachers in order to enhance the academic development of students with special needs. The

results of this study provide valuable insights into the ways in which parental and teacher involvement can positively impact student outcomes within inclusive educational environments.

Swick and Moseley (2019) conducted a literature review to examine the influence of parent-teacher collaboration on the academic performance of students with special needs. The researchers acknowledge the significance of the partnership between teachers and parents in promoting the scholastic progress of students with special needs. The objective is to consolidate the current literature on this subject matter. Through an examination of various scholarly works, this review presents a thorough analysis of the advantages and obstacles linked to the collaboration between parents and teachers. The present review underscores the beneficial influence of parent-teacher collaboration on the scholastic attainment of students with special needs. The findings suggest that successful collaboration can result in better academic achievements, heightened participation in educational activities, and improved psychological and social welfare. The significance of shared decision-making, regular communication, and collaboration in establishing inclusive and supportive educational environments that cater to the distinctive requirements of these students is deliberated by the researchers.

The present study has identified a gap in the literature pertaining to the efficacy of various parent-teacher collaboration models in promoting the academic progress of students with special needs. Further research is warranted in this area. Researchers have observed that although collaboration is often highlighted as a crucial aspect, there exists a dearth of research on the precise methods and techniques that facilitate effective collaboration between teachers and parents. Additional investigation into these variables may yield significant findings for teachers and parents who aim to

promote cooperation and enhance results for students with special needs. The review has identified a gap in the existing literature, which pertains to the inadequacy of studies that explore the viewpoints and encounters of parents and teachers concerning collaboration. Comprehending the beliefs, attitudes, and obstacles encountered by all parties involved can provide insight into the hindrances to successful collaboration and guide the creation of interventions and support systems. Furthermore, the review underscores the insufficient inclusion of varied student populations in the current body of literature, suggesting a necessity for research that examines the intersectionality of exceptionalities and cultural identities.

In conclusion, Swick and Moseley's (2019) review emphasizes the crucial role of parent-teacher collaboration in improving the academic performance of students with special needs. The study provides a comprehensive synthesis of previous research, highlighting the positive impact of collaborative efforts on academic achievements. However, the review also identifies limitations in the existing literature, including the need for further exploration of effective collaboration models and a deeper understanding of the perspectives and experiences of both teachers and parents. Addressing these gaps in the current literature has the potential to enhance the effectiveness of interventions and strategies aimed at providing academic support to students with special needs. By fostering strong partnerships between parents and teachers, educational institutions can create inclusive environments that promote the academic success and overall well-being of students with special needs.

Lopez and Kennedy (2020) with a particular emphasis on parent involvement in special education. The researchers acknowledged the significant influence of parental engagement on the academic progress of students with disabilities and sought to conduct a thorough examination of the

existing literature pertaining to this subject matter. The current review conducted a comprehensive examination of several studies to explore diverse facets of parental involvement, such as collaboration with teachers, engagement in Individualized Education Program (IEP) meetings, and promotion of children's educational privileges. The research highlights the importance of parental involvement in promoting favorable academic results for students with disabilities. The study investigated the potential advantages of collaborative partnerships between parents and teachers in enhancing the academic performance, self-worth, and social and emotional wellness of students. The research study highlighted the benefits of effective communication, joint decision-making, and mutual respect in fostering positive relationships between teachers and parents.

The concept of mesosystem, which is a fundamental aspect of ecological systems theory, offers significant contributions to understanding the correlation between parent-teacher collaboration and the provision of assistance to students with special needs. The mesosystem is a theoretical construct that pertains to the interrelations and interdependencies among various microsystems, including but not limited to the home and school settings. Within the scope of this investigation, the collaboration between parents and teachers operates within the mesosystem. This collaboration entails the coordination and cooperation between parents, who represent the home environment, and teachers, who represent the school environment. The present review underscores the importance of effective collaboration between parents and teachers in promoting favorable student outcomes. This association can be comprehended by means of the mesosystem framework. When there is a collaborative effort between parents and teachers, where both share information, resources, and decision-making responsibilities, it leads to the creation of a supportive mesosystem. This mesosystem has been found to enhance the educational experiences and outcomes of students with special needs.

The present study aims to investigate the nature of collaboration between parents and teachers in supporting students with special needs. Specifically, the study is focused on exploring whether this collaboration demonstrates a dominant nature, either unidirectional or bidirectional. Understanding the nature of parent-teacher collaboration and its impact on student outcomes is a significant area of research. The present review examines the relationship between the aforementioned investigation and the transactional aspect of parent-teacher cooperation. The concept of transactional collaboration pertains to a mutual exchange of information, resources, and perspectives between teachers and parents. The significance of mutual respect, active communication, and shared decision-making is underscored. The review underscores the advantages of transactional collaboration in the educational context. This approach facilitates a more thorough comprehension of students' requirements and empowers the creation of customized pedagogical tactics. Unidirectional collaboration, characterized by a predominant flow of information in one direction, is found to be limiting in terms of idea exchange and effectiveness of support for students with special needs. The review highlights the significance of bidirectional collaboration between parents and teachers, wherein both parties actively participate and engage in a shared partnership to cater to the diverse needs of students.

With respect to prospective avenues for research, the review has identified several deficiencies in the existing body of literature. A gap in the existing literature concerns the experiences and perspectives of parents who have children with special needs. Additional investigation is necessary to explore this deficiency and acquire a more comprehensive comprehension of parental engagement in special education. Furthermore, the review emphasizes the necessity of conducting research that investigates the impact of cultural and linguistic diversity on parental engagement. Acknowledging and valuing the cultural and linguistic diversity of families can foster effective partnerships between

teachers and parents, promoting the integration of varied perspectives into the educational experience. Additionally, there exists a necessity for conducting research that delves into the enduring effects of parental engagement on the academic and post-secondary accomplishments of pupils. The current body of literature places significant emphasis on the immediate advantages of parental involvement. However, further investigation is necessary to gain a comprehensive understanding of the long-term impacts that extend beyond the educational setting.

The gaps identified in the literature have noteworthy implications for practical applications. The results of this review can be utilized by teachers and policymakers to devise and execute effective approaches for promoting parental engagement in special education. By acknowledging the significance of bidirectional collaboration and transactional interactions, researchers can establish inclusive and supportive educational settings that foster positive outcomes. The objective is to optimize student outcomes. The review highlights the importance of implementing culturally responsive practices and policies that consider the distinct cultural and linguistic backgrounds of families. The integration of diverse perspectives by teachers can enhance the ability to cater to the requirements of students from varied backgrounds and foster impartial educational experiences.

In conclusion, the significance of parent involvement in special education has been highlighted by Lopez and Kennedy's (2020) literature review. This research offers a thorough analysis of existing literature, emphasizing the beneficial outcomes of parental involvement in enhancing students' academic performance. The present study highlights the significance of the mesosystem in comprehending the association between parent-teacher collaboration and student support. The review delves into the transactional aspect of parent-teacher collaboration, underscoring the significance of reciprocal interactions, information exchange, and joint decision-making. The literature reveals gaps in

knowledge pertaining to parental experiences, cultural diversity, and long-term impacts. These gaps necessitate further research and hold significant implications for practical applications. The identification and resolution of these gaps in knowledge can potentially advance our comprehension of the parental role in special education and aid in the creation of successful strategies to promote parental participation in the educational process.

Brown and Schulte (2021) conducted a systematic review to investigate the possible impact of parental participation on the academic achievement of kids with autism spectrum disorder (ASD). The study's goal is to investigate the link between parental participation and academic success in students with ASD. To acquire and assess earlier studies on the topic, the researchers undertook a thorough and meticulous examination of the available literature. The researchers emphasize the importance of parental involvement in the education of ASD children, recognizing parents' pivotal role in supporting children's academic growth through various means such as providing assistance, advocating for children's needs, and collaborating with teachers and experts. However, present knowledge of the impact of parental participation on academic performance in students with ASD is inadequate, necessitating the need to address this study gap. The systematic review includes studies published up to 2021 and uses strict criteria to pick relevant papers. The researchers analyze the impact of various sorts of parental participation, such as teacher communication, home-based activities, and attendance at school meetings, on the academic achievement of students with ASD through a thorough analysis of the chosen studies. Various aspects of academic performance are considered, including cognitive abilities, academic attainment, and socio-emotional growth.

The researcher provides a comprehensive analysis of the current research landscape concerning the association between parental involvement and academic achievement in adolescents with autism spectrum disorder (ASD) by integrating data from multiple studies. The study explores the relationship between parental involvement and academic performance, highlighting the benefits of successful collaboration between parents and teachers. Various mechanisms through which parental involvement can impact student achievements are investigated, including improved communication, increased availability of resources, and personalized support. The findings of the study underscore the importance of fostering strong partnerships between parents and teachers to enhance the academic outcomes of students with ASD. By actively involving parents in their child's education, schools can create an inclusive and supportive environment that facilitates academic success for students with ASD.

While this systematic review provides valuable insights, it is important to acknowledge its limitations. The limited number of studies available on this specific topic may restrict the generalizability of the findings. To strengthen the evidence base, further research using robust methodologies and standardized measures is needed to evaluate the impact of parental involvement on academic achievement in individuals with ASD. Future studies should aim to gain a more comprehensive understanding of the specific aspects of parental involvement that yield the greatest benefits. Additionally, exploring the potential barriers and facilitators of effective collaboration between parents and teachers is recommended. These efforts will contribute to a better understanding of how to promote successful parental participation in improving academic outcomes for individuals with ASD.

In conclusion, Brown, and Schulte's (2021) study makes a valuable contribution to the existing literature by conducting a thorough examination of the influence of parental participation on the academic achievement of students with ASD. The study highlights the significance of parental involvement and emphasizes the importance of further research in this field. The findings have meaningful implications for professionals, parents, and teachers who interact with students with ASD. The researcher underscores the importance of establishing strong partnerships between teachers and parents to enhance the academic performance of these students. The study also highlights the need for effective communication and collaboration between all stakeholders involved in the education of students with ASD. The findings underscore the positive impact of parental participation on academic outcomes and emphasize the need for ongoing support and guidance for parents in role in supporting child's education. The study suggests that future research should explore strategies to promote and enhance parental involvement in the education of students with ASD. Additionally, the study encourages the development of interventions and programs that actively involve parents in the educational process of a child with ASD. It is important to recognize the unique challenges faced by parents of children with ASD and provide them with the necessary resources and support to effectively participate in a child's education. Furthermore, the study highlights the potential benefits of collaborative partnerships between parents, teachers, and other professionals in fostering the academic success of students with ASD. These partnerships can promote a holistic and integrated approach to education that addresses the specific needs of students with ASD. The study concludes by emphasizing the importance of ongoing research and the continuous exploration of effective strategies to promote parental participation and improve the academic outcomes of students with ASD.

Martin and Osborne (2021) conducted an extensive review of the literature on parent-teacher collaboration in special education, with the goal of providing useful insights into the elements that contribute to successful collaboration and its effects on students with special needs. The researchers highlight the importance of family involvement in promoting positive results for students with special needs, as well as the necessity to investigate the nature of collaboration between parents and teachers. The research also embraces the notion of mesosystem, which refers to the interconnectivity of numerous systems and environments that influence a child's development, such as parent-teacher collaboration. It also highlights the significance of comprehending the dynamics and power dynamics of the collaboration process. The researchers investigate whether parent-teacher collaboration is predominantly one-way or two-way in terms of information flow, decision-making, and shared responsibility.

The researcher identified various themes and characteristics that lead to good parent-teacher collaboration. Effective communication methods are critical because open and honest communication promotes shared understanding and collaboration. Positive attitudes and mutual respect increase teamwork and create a suitable atmosphere for the child's growth, therefore attitudes of both parents and instructors are important. Active participation in the Individualized Education Program (IEP) process, in which parents and teachers work together to design individualized educational programs for students with special needs, increases collaboration even further. Furthermore, the school's support mechanisms, such as professional development opportunities and tools for parents and teachers, play an important part in developing successful collaboration. The researchers examine the literature to illustrate the connection of the mesosystem and parent-teacher partnership. The mesosystem focuses on the interactions and relationships between the numerous systems and contexts involved in a child's

development. Collaboration between parents and teachers serves as an important connection within the mesosystem in the context of special education. It has an impact on the child's experiences, growth, and general well-being because collaboration has a direct impact on the child's educational path. Understanding and cultivating a robust mesosystem marked by efficient teamwork benefits students with special needs.

There are various prospective directions and gaps that need to be addressed. The review study admits the possibility of publication bias because it depends entirely on published literature, which may not include all research on this topic. Future studies should include combining unpublished studies and gray literature to create a more thorough knowledge of parent-teacher collaboration in special education. Furthermore, the researchers recommend investigating the specific dynamics of collaboration in various categories of special needs in order to acquire a better knowledge of how collaboration changes across contexts. The researchers also underline the relevance of qualitative research methodologies in capturing the subjective experiences and viewpoints of collaborative parents and teachers. The researcher's analysis has important consequences for numerous stakeholders in the education sector. Understanding the elements that lead to successful collaboration and adopting effective tactics in the practices that can help teachers. Administrators can use these observations to create support systems and resources that improve parent-teacher collaboration. Policymakers can use the findings to develop rules and guidelines for special education and family engagement. Finally, excellent parent-teacher collaboration is critical for improving academic achievement, social-emotional growth, and the general well-being of students with special needs.

In conclusion, Martin and Osborne's (2021) comprehensive review provides valuable insights into parent-teacher collaboration in special education. The study highlights the significance of the

mesosystem, which encompasses the interconnectedness of various systems and environments that impact a child's development, with a particular focus on the role of collaboration between parents and teachers. By examining the dominant nature of collaboration, the study directly addresses the research question. The findings underscore the importance of effective collaboration between parents and teachers in supporting the educational needs of students with special needs. The study acknowledges the diverse contexts and circumstances in which collaboration takes place and emphasizes the need for further research to understand the specific dynamics and factors that contribute to successful collaboration. The review also identifies areas for future investigation, such as exploring the impact of cultural and contextual factors on parent-teacher collaboration and investigating effective strategies for fostering collaboration in different educational settings. The study's findings contribute to our understanding of the critical role of collaboration in special education and highlight the need for ongoing efforts to promote and enhance collaborative practices between parents and teachers. The review serves as a valuable resource for educators, policymakers, and researchers interested in improving educational outcomes for students with special needs through effective parent-teacher collaboration.

Gipson and Huebner (2022) conducted a thorough investigation into the importance of parental involvement in the education of children with learning difficulties. Researchers wanted to provide a thorough overview of the existing literature on the subject as well as shed light on the influence of parental involvement with teachers. The researchers recognized the prevalence of learning disorders and the difficulties that students with such disabilities confront in the educational system. The researchers stressed the critical role of parents in children's education as key advocates and supports.

Parental involvement includes a variety of actions such as communicating with teachers, attending school events, and aiding at home. The researchers used a systematic review strategy to meet research aims, examining material published until 2022. The researchers carefully selected and thoroughly reviewed papers in order to find major themes about parental engagement in the education of children with learning difficulties. Communication between parents and teachers, family expectations and goals, participation in Individualized Education Programs (IEPs), home-based support, and collaboration with professionals were among the significant themes that emerged from the investigation.

The study sheds light on the importance of parental involvement in the academic, social, and emotional development of children with learning difficulties. It emphasizes the significance of collaborative partnerships between parents and teachers in promoting beneficial outcomes. However, there are significant gaps in the study that should be addressed and explored further in future research. The dominating nature of parent-teacher collaboration is one gap. The researchers did not specify whether this collaboration is unidirectional or bidirectional. Future research could go into this area, investigating the transactional nature of parent-teacher collaboration and determining if it is primarily a one-way or two-way interaction pattern.

Furthermore, future efforts that focus on filling gaps and investigating new routes could enhance the study. Investigating the impact of various forms and levels of parental participation on academic achievement, social skill development, and self-determination of students with learning difficulties, for example, would provide teachers and parents with significant information. It would be good to investigate the precise mechanisms through which parental participation improves these students' outcomes, as well as discover the most successful techniques for establishing meaningful

collaboration between parents and teachers. The study underlines the importance of standardizing definitions and measurements for parental participation to make meaningful comparisons across studies possible. It also promotes awareness about the potential influence of publication bias, emphasizing the significance of considering unpublished or unavailable research in order to minimize any biases in the results drawn. Furthermore, the study emphasizes the importance of qualitative research approaches, which can capture both parents' and teachers' subjective experiences and perspectives, providing a more comprehensive understanding of parental involvement in the education of children with learning disabilities.

In conclusion, Gipson and Huebner (2022) conducted a comprehensive literature analysis on parental engagement in the education of children with learning difficulties. The study highlights key aspects related to parental involvement in special education and emphasizes the importance of parental collaboration with teachers. While the study provides valuable insights, it also identifies areas that require further investigation in future research, such as exploring the prevalent types of parent-teacher collaboration and examining the impact of different forms of parental engagement. By addressing these gaps and evaluating the implications, future research can enhance our understanding of parental participation and contribute to the development of evidence-based approaches that promote the academic, social, and emotional development of adolescents with learning difficulties. The study serves as a foundation for further exploration in the field, offering researchers, educators, and policymakers' valuable information on the role of parents in supporting children with learning difficulties. Additionally, the study underscores the need for effective collaboration between parents and teachers to create a supportive and inclusive educational environment. By bridging the gap between home and school, parental involvement can positively influence students' educational

outcomes and overall well-being. The findings of this study contribute to the existing body of knowledge on parental engagement in special education and emphasize the significance of continued research in this area to inform practice and policy.

Williams and Brown (2022) research about "Parental involvement in special education: A comprehensive review of the literature" provides a thorough analysis of the significance of parental involvement within the special education framework. The objective of the researchers is to offer a thorough comprehension of the current literature about parental involvement and its effects on students with special needs. The researcher recognizes the significance of parental involvement in special education, as it can greatly impact the favorable outcomes of students with special needs. The study showcases a variety of parental involvement activities, such as engaging in communication with teachers, attending Individualized Education Program (IEP) meetings, collaborating with school personnel, and providing support at home. To achieve the research goals, the researcher conducted a comprehensive review of the literature that had been published up until 2022. The researchers identify pertinent studies that investigate the diverse facets of parental involvement in special education. The study involves a critical analysis of various research studies, with the aim of synthesizing the findings to identify common themes and patterns.

The research has revealed several significant discoveries pertaining to the influence of parental engagement in special education. The study emphasizes the correlation between parental engagement and academic performance, conduct regulation, and socio-emotional growth of students with disabilities. Collaborative partnerships between parents and teachers are emphasized as crucial in facilitating effective support for students with special needs. Notwithstanding the thoroughness of the

investigation, there exist certain lacunae that necessitate attention in forthcoming studies. Most of the studies reviewed by the researchers utilized self-report measures, which have the potential to introduce response biases. Furthermore, further investigation is required to examine the viewpoints and encounters of both parents and teachers to acquire a comprehensive comprehension of the intricacies of parental engagement in special education. Additionally, it is recommended by the researchers that future research should incorporate diverse samples and prioritize culturally responsive practices in order to enhance the generalizability of the results to a broader population of students and families. Furthermore, an investigation into the efficacy of distinct parental involvement techniques and interventions within special education environments can yield significant findings for professionals and decision-makers.

In conclusion, Williams, and Brown (2022) conducted a thorough examination of the existing literature pertaining to parental involvement in special education and presented a comprehensive review of the findings. The research highlights the importance of parental engagement in fostering favorable results for students with disabilities. Nonetheless, there are gaps in the current research that need to be addressed. These include the limitations of self-report measures and the necessity for more diverse samples and culturally responsive methodologies. It is recommended that future research be conducted to address the gaps in our knowledge of effective parental involvement practices in special education. This will help to improve our understanding of the subject and inform the development of evidence-based interventions and support strategies. Furthermore, the study serves to enhance the current corpus of literature by amalgamating and integrating the results of multiple studies, thereby presenting a comprehensive summary of the present understanding of parental involvement in special education.

Koch's (2020) research focuses on pre-service teachers' perspectives after being exposed to parents' experiences with special needs students. The study's goal is to shed information on the impact of parents and teachers on these youngsters' academic success. Recognizing the critical role of parents in special needs students' academic performance, the study underlines the need of knowing the experiences, challenges, and insights, since researchers have vital knowledge about children's needs and skills. Parents are seen as the children's first advocates and teachers. The study, however, demonstrates a gap in awareness of teachers' distinctive duties and responsibilities in partnering with parents to improve the academic advancement of special needs pupils. More research is needed to investigate effective teacher-parent collaboration tactics, approaches, and potential impediments.

It is necessary to consider the notion of the mesosystem to acquire a more comprehensive knowledge of the study's issue. The interconnection and interactions among numerous systems that influence an individual's development, such as the family, school, and community, are referred to as the mesosystem. In the context of special needs education, the mesosystem is critical in molding students' experiences and outcomes. The study could benefit from looking into how the mesosystem affects special needs students' academic development and interactions with parents and instructors. Understanding the dynamic relationships within the mesosystem can provide useful insights into the elements that contribute to these students' favorable outcomes.

To fully grasp parent-teacher collaboration, it is crucial to comprehend the nature of the transactional exchange between the two parties. In some instances, this collaboration can take a unidirectional or one-way approach, where information and guidance predominantly flow from either the teacher to the parent or vice versa. However, this form of collaboration may restrict the

partnership's maximum potential due to the absence of reciprocal communication and active participation. Bidirectional or two-way cooperation, on the other hand, entails active participation and collaboration from both parents and teachers, resulting in a more comprehensive and effective support system for special needs pupils. Future research should look at the prevailing type of parent-teacher collaboration and how it affects student outcomes. By encouraging bidirectional communication, teachers can gain access to parents' unique insights and knowledge, resulting in better assistance and academic success for special needs students.

Future research should address the gaps revealed in the study. The exploration of effective ways for developing and sustaining teacher-parent collaboration is one area that merits emphasis. This includes looking into the function of teacher professional development programs in improving teachers' knowledge and skills in engaging and collaborating with parents of special needs students. Furthermore, the study should look into the potential barriers and challenges to effective collaboration, such as time limits, a lack of resources, and different expectations between parents and teachers. Understanding these difficulties can help to inform the development of interventions and supports that address the individual requirements of both parents and teachers during the partnership process. The implications of this study extend beyond the academic realm. Effective parent-teacher collaboration can improve special needs students' overall well-being and social development. Parents and teachers can work together to create an inclusive and supportive learning environment that develops these individuals' particular skills and abilities by forming strong partnerships. Collaboration can also improve communication and understanding between parents and teachers, which can lead to more parental involvement and engagement in the children's education.

In conclusion, Koch's (2020) study underscores the importance of incorporating parents' perspectives in the education of students with special needs. It acknowledges the necessity for further research to explore the roles and responsibilities of teachers in collaborating with parents, as well as potential barriers to effective collaboration. Future studies can contribute to the development of evidence-based approaches that enhance the academic and overall development of students with special needs by examining the mesosystem and gaining a deeper understanding of the dynamics of parent-teacher collaboration. Through ongoing collaboration and support, parents and teachers can establish a positive learning environment for students. The study highlights the significance of recognizing parents as essential partners in the education process, as input and involvement can greatly impact the outcomes for students with special needs. By fostering open lines of communication and mutual understanding, parents and teachers can work together to address the unique challenges and needs of each student. The findings of this study call for a more inclusive and collaborative approach in special education, where parents are actively involved in decision-making and contribute to the design and implementation of individualized educational plans. The study serves as a catalyst for further exploration and understanding of the intricate dynamics involved in parent-teacher collaboration and its impact on the educational outcomes of students with special needs.

Madsen and Madsen (2022) conducted a study focusing on the importance of effective information exchange between parents and teachers in promoting the academic progress of students with special needs. The researchers aimed to contribute to the existing literature by analyzing communication patterns and dynamics through an examination of posts on the social news aggregation and discussion website, Reddit. By analyzing the narratives and viewpoints expressed by parents and

teachers in virtual discussion boards, the study sought to understand the roles and responsibilities of these stakeholders in meeting the educational needs of students with special needs. The researchers employed qualitative content analysis to analyze a corpus of online posts related to communication between parents and teachers in the field of special education. The study aimed to identify themes, patterns, and challenges in communication to gain a comprehensive understanding of the dynamics between parents and teachers.

The study was grounded in the concept of the mesosystem, which refers to the interactions and relationships within a specific context. In this case, the mesosystem represents the collaborative partnership between parents and teachers in supporting students with special needs. The researchers aimed to understand the role and influence of the mesosystem in shaping the nature of parent-teacher collaboration. One of the key insights gained from the study was the identification of a predominantly unidirectional or one-way nature of parent-teacher collaboration. This suggests that communication and decision-making often flow primarily from teachers to parents. While teachers play a crucial role in providing information and guidance, this one-way dynamic may limit the involvement and input of parents in the educational process of the students. The dominance of the unidirectional nature of collaboration raises important implications for practice. It highlights the need for a shift towards a more bidirectional or two-way approach to parent-teacher collaboration. Such an approach would foster active involvement and participation of parents in decision-making, goal-setting, and problem-solving related to the child's education. A bidirectional collaboration would recognize the valuable insights and expertise that parents bring to the table, as having unique knowledge and understanding of the child's needs and abilities. To address the gaps identified in the study and promote a bidirectional approach to collaboration, future directions for research could explore

interventions and strategies that empower and engage parents in the educational process. This could include training programs for teachers to enhance communication and collaboration skills, as well as initiatives to promote parent empowerment and advocacy.

The study highlights the significance of increasing teachers' awareness and understanding of the importance of bidirectional collaboration with parents. By acknowledging parents as active partners and involving them in decision-making processes, teachers can create a more inclusive and supportive educational environment for students with special needs. It emphasizes the need for effective communication channels and the establishment of a culture of trust and mutual respect between parents and teachers to facilitate successful bidirectional collaboration. The findings underscore the role of teachers as facilitators of collaboration, ensuring that parents feel valued, and perspectives are considered. Moreover, the study emphasizes the positive impact of bidirectional collaboration on students' academic progress and overall well-being. By working together, parents and teachers can develop a comprehensive understanding of the students' strengths, challenges, and individual needs, leading to more tailored and effective support. The study also emphasizes the importance of professional development for teachers to enhance skills in collaborating with parents. Training and workshops can equip teachers with the necessary tools and strategies to foster meaningful partnerships with parents. It further suggests the implementation of regular communication platforms and meetings to promote ongoing collaboration between parents and teachers. The study's implications extend to educational policymakers and administrators, highlighting the need to provide adequate resources and support for teachers to engage in effective collaboration with parents. In conclusion, the findings underscore the value of bidirectional collaboration between parents and teachers in improving

educational outcomes for students with special needs and emphasize the need for continued efforts to enhance collaboration practices in educational settings.

In conclusion, Madsen and Madsen's study sheds light on the predominantly unidirectional nature of parent-teacher collaboration in supporting students with special needs. The findings emphasize the need to transition towards a bidirectional approach, where parents are actively involved and engaged in the educational process. Recognizing the expertise and unique perspectives of parents is essential for creating an inclusive and effective learning environment for students with special needs. Future research should focus on exploring strategies and interventions that promote bidirectional collaboration, empowering parents to become advocates for children's education. This will contribute to the development of evidence-based practices that enhance the academic progress and overall well-being of students with special needs. Additionally, professional development programs should be designed to equip teachers with the skills and knowledge necessary to foster meaningful collaboration with parents. Open and transparent communication channels should be established to facilitate ongoing dialogue between parents and teachers. The study underscores the importance of creating a supportive and inclusive school culture that values and respects the contributions of parents. By embracing a bidirectional approach to collaboration, schools can harness the collective strengths of parents and teachers to provide tailored support and meet the diverse needs of students with special needs.

Challenges that parent and teachers face in collaborating with each other in supporting students with special needs

Foreign Studies

Paccaud, Keller, Luder, Pastore, and Kunz (2021) conducted a study titled "*Satisfaction with the Collaboration Between Families and Schools – The Parent's View*" with the aim of investigating the difficulties encountered by parents and teachers in the realm of special educational needs. The partnership between families and schools is of utmost importance in advancing the welfare and academic achievement of students with special needs. This collaboration fosters the establishment of effective approaches, the nurturing of affirmative associations, and the establishment of comprehensive educational settings. Comprehending the viewpoints and encounters of parents within the collaborative process is imperative in identifying hindrances and deficiencies that may be present in this crucial alliance. The study at hand pertains to the applicability of the mesosystem concept, which is rooted in Bronfenbrenner's ecological systems theory. The mesosystem pertains to the interplay and associations among distinct microsystems, such as the household and the educational institution, and impact on the growth and welfare of the juvenile. The mesosystem serves as the intermediary between the educational institution and the family unit in the context of cooperative efforts, facilitating communication, interaction, and collaborative decision-making. The statement underscores the interrelatedness and mutual reliance of parents and teachers in providing assistance to students with special needs.

The aim of this research was to explore the challenges experienced by parents and teachers when working together to support students with special needs. A mixed-methods approach was employed, involving surveys and interviews, to gather data from a group of parents with children who have special needs. The study examined various aspects of collaboration, including communication, involvement in decision-making, and support provided to teachers. By analyzing the collected data, the researchers sought to identify specific challenges faced by parents and factors influencing

satisfaction or dissatisfaction with the collaborative process. The study aimed to gain a comprehensive understanding of the complexities involved in parent-teacher collaboration in the context of special needs education. The findings provide insights into the difficulties encountered by parents and shed light on the factors that contribute to successful collaboration. This research contributes to the existing literature on parent-teacher collaboration and informs the development of strategies to enhance the collaborative process. It highlights the importance of effective communication, shared decision-making, and support for teachers in fostering successful partnerships between parents and educators. By addressing the identified challenges, educators and parents can work together more effectively to support the educational needs of students with special needs.

A gap of the research lies in the restricted focus on the viewpoints of teachers. The present study offers valuable perspectives on parental attitudes towards collaborative efforts; however, it is imperative to acknowledge the challenges that teachers encounter when attempting to cultivate fruitful parent-teacher partnerships. The inclusion of teachers' viewpoints would yield a more all-encompassing comprehension of the obstacles and hindrances to cooperation, enabling the fine-tuning of deficient areas and the formulation of tactics to augment the partnership between parents and teachers. Furthermore, the sample of parents with children who have special needs may not be fully representative of the wider population. The experiences and challenges encountered by parents may differ depending on factors such as cultural heritage, economic status, and the unique needs of special needs children. Subsequent investigations ought to contemplate broadening the participant pool to encompass a wider spectrum of parents, thereby affording a more comprehensive analysis of the difficulties encountered by distinct subpopulations and fostering the creation of focused remedial measures.

In conclusion, the study provides a valuable contribution to the current academic literature by elucidating the difficulties that parents face when engaging in collaborative efforts with schools in the context of special education requirements. The statement underscores the importance of collaborative efforts and the determinants that influence parental contentment. To enhance the comprehensiveness of the study, it is recommended that forthcoming research integrate the viewpoints of teachers and execute investigations with more extensive and heterogeneous samples. By addressing these identified gaps, a more comprehensive understanding of the challenges and opportunities for collaboration can be achieved, which can ultimately lead to improved outcomes for students with special needs. The results underscore the significance of fostering effective collaboration between parents and teachers in order to facilitate the academic progression of students with special needs and establish all-encompassing and encouraging learning settings.

Aldousari and Dunn (2022) conducted a study to examine the current situation and challenges faced in delivering special education services to students with learning disabilities in Saudi Arabia. Special education plays a crucial role in providing tailored support and resources to meet the diverse learning needs of students. Understanding the barriers experienced by parents and teachers in establishing a collaborative relationship is essential for improving the effectiveness of special education programs and enhancing outcomes for students with learning disabilities. The researchers aimed to identify the specific difficulties encountered by parents and teachers in the Saudi Arabian context. By exploring these challenges, the study aimed to contribute to the development of strategies and interventions that can address the identified obstacles and improve the provision of special education services. The findings of the study can inform policymakers, educators, and other

stakeholders in the field of special education in Saudi Arabia. By addressing the identified challenges, it is possible to enhance collaboration between parents and teachers, thereby improving the quality of special education services and ultimately benefiting students with learning disabilities. The study highlights the importance of creating a supportive and inclusive educational environment that prioritizes the needs of students with learning disabilities.

The pertinence of the mesosystem concept, which has its roots in Bronfenbrenner's ecological systems theory, is applicable to the present investigation. The mesosystem is a theoretical construct that delineates the interconnections and interdependencies among various microsystems, such as the family and the school, and impact on the developmental trajectory and overall welfare of the child. Within the framework of parent-teacher collaboration, the mesosystem underscores the significance of the interface between the family and the school in providing support to students who have learning disabilities. The statement underscores the significance of proficient cooperation, communication, and mutual decision-making among parents and teachers in establishing an all-encompassing and encouraging academic milieu.

The background of the study highlights the importance of providing inclusive and equitable education to students who have learning disabilities. The statement recognizes the significance of catering to the unique requirements of individuals and administering suitable educational remedies. The scholars acknowledge the crucial significance of the partnership between teachers and parents in guaranteeing the effective execution of exceptional education initiatives and facilitating the holistic growth and scholarly advancement of learners with cognitive impairments. The researchers utilized a qualitative research methodology to investigate the obstacles encountered by parents and teachers in achieving effective collaboration. The study involved conducting interviews and observations with a

range of stakeholders, including parents, teachers, and school administrators. The study sought to obtain insights into the hindrances and impediments that impede effective collaboration between teachers and parents in the Saudi Arabian setting through an analysis of the gathered data.

A research gap lies in its restricted emphasis on the encounters and viewpoints of learners with learning disabilities themselves. The study's objective is to comprehend the difficulties encountered by parents and teachers. However, the inclusion of perspectives from students who are directly impacted by the special education system would yield significant insights into educational encounters. Incorporating the viewpoints of students with learning disabilities can provide valuable insights into domains that necessitate enhancement in the partnership between teachers and parents. Moreover, the research's emphasis on the Saudi Arabian milieu could constrain the applicability of its results to alternative cultural and educational environments. The intricacies and complexities of collaborative efforts in special education may exhibit variations in diverse global regions and circumstances. A potential avenue for future research is to employ a comparative methodology to investigate the obstacles associated with parent-teacher collaboration in special education, with a focus on a global perspective. Examining the experiences of other nations may offer valuable insights into potential optimal methodologies that can be integrated in Saudi Arabia, thereby contributing to a more comprehensive comprehension of effective collaborative strategies. To augment the comprehensiveness of the investigation, it would be advantageous to examine particular tactics and measures that can facilitate effective collaboration between parents and teachers in the realm of special education. Through the identification of effective collaborative practices, this study aims to offer practical recommendations and insights for optimizing the collaboration process and augmenting the educational experiences of students with learning disabilities.

In conclusion, the study conducted by Aldousari and Dunn provides insights into the difficulties encountered in fostering cooperation between parents and teachers in the special education domain, particularly for learners with learning disabilities in Saudi Arabia. Ultimately, the research sheds light on this pertinent issue. The research acknowledges the significance of proficient collaboration in guaranteeing the efficacy of special education initiatives. In order to enhance the depth of investigation, forthcoming investigations ought to integrate the viewpoints of pupils with learning impairments, employ a comparative methodology, and investigate particular tactics for enhancing cooperation between teachers and parents in the realm of special education. By addressing these identified gaps, a more comprehensive understanding of the challenges and opportunities for collaboration can be attained, ultimately resulting in enhanced outcomes for students with learning disabilities.

Bolborici and Bódi (2022) investigated aimed at exploring the difficulties and concerns encountered by teachers and parents operating in the realm of special education in Romanian educational institutions. The provision of academic assistance and resources to students with disabilities or unique requirements is encompassed by the field of special education. Acknowledging the significance of advancing inclusive and equitable education, it is imperative to comprehend the particular obstacles encountered by the Romanian educational framework in fulfilling the requirements of students with disabilities. A thorough comprehension of the subject matter is imperative for the formulation of effective policies and practices. The study's background emphasizes the significance of inclusive education and the entitlement of students with special needs to obtain education of superior quality. The study's results suggest that, notwithstanding the existence of a legal structure, there could

be inadequacies in the execution of inclusive education within Romanian educational institutions. The aim of this study is to examine the impediments and challenges that impede the successful assimilation of students with disabilities into conventional classroom settings. The research methodology employed in this study is qualitative, involving the use of interviews and focus group discussions to elicit viewpoints from a range of stakeholders, such as teachers, guardians, and policymakers in the field of education. The objective is to acquire a thorough comprehension of the perspectives held by individuals with regards to special education in Romania. The research aims to ascertain the current hindrances and investigate potential remedies. The study endeavors to offer meaningful insights into the present challenges and inadequacies of the Romanian educational system concerning special education by conducting a comprehensive analysis of the gathered data.

The significance of the mesosystem, based on Bronfenbrenner's ecological systems theory, is relevant to the current study. The mesosystem refers to the interactions and connections between different microsystems, such as the home and the educational institution, and impact on the development and well-being of the child. In the context of parent-teacher collaboration in special education, the mesosystem highlights the importance of effective communication, collaboration, and shared decision-making between parents and teachers in creating a comprehensive and supportive educational environment for students with special needs. This understanding recognizes the interconnectedness of various systems and the influence they have on the child's educational experience. By acknowledging the mesosystem, researchers and practitioners can appreciate the role of collaboration between parents and teachers in shaping the educational outcomes and overall development of students with special needs. This perspective highlights the need for ongoing communication and cooperation between parents and teachers, as they work together to provide the

necessary support and accommodation for students with special needs. The mesosystem framework encourages a holistic approach to special education, where the home and school environments collaborate and align efforts to meet the unique needs of each student. By recognizing the mesosystem, educators and parents can better understand the importance of collective efforts in creating an inclusive and nurturing educational environment for students with special needs.

A possible limitation of the study is the restricted emphasis on the firsthand encounters and viewpoints of students with disabilities. The study endeavors to comprehend the challenges confronted by teachers, parents, and decision-makers; however, it may not comprehensively encapsulate the genuine encounters and perspectives of the students who are directly impacted by the special education system. Incorporating the viewpoints of students with special needs would significantly enhance comprehension of educational encounters and identify domains that necessitate enhancement. Moreover, the study's restricted scope concerning the Romanian context could potentially constrain the generalizability of its results to diverse cultural and educational environments. The intricacies and subtleties of special education exhibit variability across diverse nations and contexts. Hence, it is recommended that forthcoming inquiries integrate a comparative approach, scrutinizing the encounters of special education across varied countries. The aforementioned approach could potentially enhance the depth of comprehension regarding the difficulties encountered in the realm of special education and enable the examination of optimal strategies that could be integrated into the Romanian milieu.

In conclusion, Bolborici and Bódi's study provides valuable insights into the challenges and issues surrounding special education in Romanian schools, as seen from the perspectives of teachers and caregivers. This research contributes to the existing literature by highlighting the importance of inclusive education and the need to overcome barriers that hinder the successful integration of students

with disabilities. To further enhance the comprehensiveness of future studies, it is recommended to incorporate the viewpoints of students with special needs themselves. Additionally, employing a comparative approach to explore the challenges faced in special education across different cultural and educational contexts would broaden our understanding in this field. Such comparative research can uncover similarities and differences in the obstacles encountered, leading to a more nuanced understanding of effective strategies and interventions. The inclusion of diverse perspectives and contexts will contribute to the development of evidence-based practices that promote inclusivity and address the specific needs of students with disabilities. The findings of this study can inform policy-making and educational practices, fostering a more inclusive and supportive environment for all students in Romanian schools. By addressing these recommendations, future research can further advance the field of special education and improve outcomes for students with special needs.

Kolnes and Midthassel (2022) aimed to explore the difficulties encountered by educational-psychological counselors in Norway when identifying and responding to the requirements of students with special needs. The provision of support to students is a critical function of educational-psychological advisers, who undertake the evaluation of educational requirements, provide guidance to teachers and parents, and develop effective intervention strategies. Comprehending the obstacles encountered by these practitioners is imperative in augmenting the efficacy of provisions and ameliorating the scholastic accomplishments of students with special needs. The background of the study underscores the significance of collaborative endeavors and the participation of educational-psychological consultants in promoting inclusive education. This research employs qualitative methods, such as interviews and focus group discussions, to acquire a more

profound comprehension of the educational-psychological advisers' experiences and difficulties. The aim of this study is to examine diverse facets of collaboration, including communication, collaboration models, and professional responsibilities. The study endeavors to identify distinct challenges encountered by educational-psychological advisors through data analysis and offer suggestions for enhancing cooperation and assistance for students with special needs.

The mesosystem concept holds great significance in the context of this study. Derived from Bronfenbrenner's ecological systems theory, the mesosystem focuses on the interactions and connections between different microsystems, such as the family and the school, and influence on a child's development and well-being. Within the scope of supporting students with special needs, the mesosystem highlights the crucial role of effective communication, coordination, and shared responsibilities among educational-psychological advisors, teachers, and other stakeholders. By fostering collaboration and synergy among these key players, a supportive and inclusive educational environment can be established. This collaboration involves sharing information, aligning strategies, and working together to meet the unique needs of students with special needs. The mesosystem perspective emphasizes the importance of recognizing and leveraging the interconnectedness of various systems to create a comprehensive support network for students. This approach facilitates a holistic understanding of students' strengths, challenges, and individualized requirements, leading to more effective interventions and tailored educational experiences. The involvement of educational-psychological advisors and other professionals further enriches the collaborative process by providing specialized expertise and guidance. By embracing the mesosystem concept and implementing collaborative practices, educators and stakeholders can enhance the overall educational outcomes and well-being of students with special needs. It is essential to recognize the

interdependencies and synergies between various systems and stakeholders, as collective efforts contribute to a more inclusive and supportive educational milieu for students with special needs.

A potential constraint of the study is its restricted examination of the viewpoints of other participants engaged in the cooperative procedure, such as teachers, guardians, and executives of educational establishments. The study underscores the challenges encountered by educational-psychological counselors. However, a more all-encompassing comprehension of the hindrances and prospects for collaboration could be achieved by integrating the perspectives and encounters of all parties involved. Incorporating the viewpoints of these relevant parties would augment our comprehension of collaboration and its influence on delivering aid to students with special needs. Moreover, the study's emphasis on the context of Norway could limit the applicability of its results to alternative educational frameworks. The nature and complexities of collaborative efforts may exhibit variations in diverse geographical locations and circumstances. Hence, it is advisable for forthcoming research endeavors to utilize a comparative approach in order to investigate the encounters of educational-psychological counselors across various countries. Adopting a comparative approach would facilitate a broader comprehension of the obstacles and prospects for cooperation across diverse educational contexts.

In conclusion, the study conducted by Kolnes and Midthassel provides valuable insights into the challenges faced by educational-psychological counselors in Norway when collaborating with other stakeholders to support students with special needs. This research contributes to the existing body of literature on the subject, shedding light on the importance of effective cooperation and highlighting areas that require improvement. To further enhance the comprehensiveness of future investigations, it is recommended to incorporate the perspectives of additional stakeholders and

employ a comparative methodology to examine the barriers and opportunities for collaboration in diverse educational settings. By considering the insights of various stakeholders, including teachers, parents, and administrators, a more holistic understanding of the challenges and potential solutions in promoting cooperation can be achieved. Comparative analysis across different educational environments will provide valuable insights into the contextual factors that influence collaboration practices. This can inform the development of strategies and interventions that address specific challenges and enhance collaboration among stakeholders. It is crucial to foster a culture of collaboration and open communication among all parties involved in supporting students with special needs. This can be facilitated through training, workshops, and ongoing professional development programs that promote effective collaboration skills and strategies. By addressing the identified barriers and capitalizing on the opportunities for cooperation, the educational system can better support the diverse needs of students with special needs and improve overall educational outcomes.

Allam and Martin (2021) aimed to explore the issues and challenges encountered by special education teachers. The research employed a qualitative analysis approach and was titled "Issues and Challenges in Special Education: A Qualitative Analysis from the Teacher's Perspective." The provision of appropriate education and support to students with diverse learning needs is of paramount importance, with special education serving as a critical component in this regard. In order to ascertain the hindrances to effective collaboration between parents and teachers within special education contexts, it is imperative to comprehend the encounters and viewpoints of teachers. This research is centered on the Southeast Asian milieu and endeavors to elucidate the distinct obstacles encountered by teachers within this locality.

The significance of inclusive education and catering to the requirements of students with disabilities has gained momentum in recent times. Notwithstanding endeavors to enhance the caliber of special education initiatives, noteworthy impediments persist that impede effective cooperation between teachers and parents. The establishment of this partnership is crucial in guaranteeing the comprehensive advancement and scholastic advancement of students who require special attention. The research recognizes the importance of comprehending these obstacles from the standpoint of teachers, given the pivotal function in executing specialized educational initiatives and collaborating closely with guardians. The investigators utilized a qualitative research methodology to collect comprehensive and detailed viewpoints from teachers in the field of special education. The methods employed for data collection encompass interviews, focus group discussions, and document analysis. By employing these methodologies, the researchers were able to investigate the encounters, viewpoints, and hindrances encountered by teachers when engaging in collaborative efforts with parents. The objective of the research was to ascertain prevalent themes and patterns in the data, thereby furnishing a comprehensive comprehension of the challenges and obstacles confronted by teachers in the field of special education.

A limitation of the research is its narrow focus on the perspectives and experiences of parents, with less emphasis on teachers. While recognizing the importance of parent-teacher collaboration, the study primarily centers on the teacher's point of view. Including parental viewpoints would provide a more comprehensive understanding of the challenges faced in the collaborative process. Additionally, the study's emphasis on the Southeast Asian context may limit the generalizability of its findings to other cultural and educational settings. Future research should explore variations in the challenges and dynamics of parent-teacher collaboration across different regions and contexts. This study contributes

to the existing literature in the field of special education by highlighting the difficulties teachers encounter in establishing effective partnerships with parents. By identifying specific barriers to successful collaboration, the study emphasizes the need to enhance strategies and support systems. Understanding these challenges can inform policymakers, teachers, and parents in developing cooperative approaches within the realm of special education through effective interventions and policies. The research underscores the critical role of ongoing professional development and support for teachers, as well as the importance of transparent communication and mutual respect between parents and teachers in overcoming collaborative challenges. These findings emphasize the significance of continuous growth for teachers and the necessity for open dialogue and mutual understanding between parents and teachers when working together.

In conclusion, this research focuses on the concerns and obstacles in the field of special education from the perspective of teachers, highlighting the importance of effective collaboration between parents and teachers to enhance the academic and overall development of students with special needs. The study provides valuable insights into the challenges faced by teachers in this context. However, future research should consider incorporating the perspectives of parents and examining the variations in parent-teacher partnerships across diverse cultural and educational settings. The findings of this study have implications for policy and practice, providing valuable guidance for improving collaboration in the field of special education. Further exploration of these topics will contribute to a more comprehensive understanding of the dynamics between parents and teachers and lead to enhanced support for students with special needs. By addressing the concerns and obstacles identified in this research, stakeholders can work towards fostering more effective collaboration between parents and teachers, thereby facilitating the optimal development and success

of students with special needs. It is essential to recognize that successful collaboration requires ongoing efforts and a shared commitment from both parents and teachers. By acknowledging the importance of collaboration and investing in strategies and resources to support it, educational institutions can create an inclusive and supportive environment for students with special needs. Ultimately, the goal should be to ensure that every student, regardless of abilities, receives the necessary support and opportunities to thrive academically and personally. Through continued research, collaboration, and informed decision-making, we can work towards achieving this goal and making a positive impact in the lives of students with special needs.

Local Studies

Fogarty and Tschida (2018) investigated the efficacy of co-teaching as a professional development model within the realm of education. The significance of proficient teacher collaboration is acknowledged by the researchers, who emphasize co-teaching as a propitious approach to augment collaboration and ameliorate teaching methodologies. The objective of the research is to present a comprehensive analysis of co-teaching as a framework for enhancing professional development and assess its influence on teacher cooperation and academic achievements of students. The researchers endeavor to illuminate the advantages, difficulties, and opportunities for enhancement in the collaborative model of co-teaching by examining the viewpoints and encounters of teachers who have engaged in it.

The study recognizes the fluidity of the educational landscape and emphasizes the imperative for teachers to participate in continuous professional growth. The exchange of ideas, resources, and knowledge is facilitated by collaboration and teamwork, which are crucial components of effective

instruction. Co-teaching is a pedagogical approach that entails the collaboration of two or more teachers in a shared classroom environment. This approach leverages the distinctive skills and knowledge of each teacher to augment the educational experience of students. The utilization of collaborative strategy is perceived as a significant prospect for teachers to participate in professional development and broaden the pedagogical approaches. The study provides insight into the challenges encountered by teachers and parents in the execution of co-teaching practices. The significance of clear communication, collaborative decision-making, and reciprocal regard among co-teachers is underscored by the researchers as crucial for facilitating a fruitful collaborative encounter. The researchers deliberate on the importance of defining unambiguous roles and responsibilities, acknowledging power dynamics, and sustaining transparent communication channels to surmount potential hindrances.

Nonetheless, the current study may be subject to a potential constraint due to its restricted emphasis on the distinctive difficulties confronted by parents within the framework of co-teaching. The study recognizes the significance of teacher-parent collaboration; however, it predominantly centers on the viewpoints and encounters of teachers. Further investigation may concentrate on the difficulties and hindrances encountered by parents while participating in cooperative methodologies such as co-teaching. Moreover, the study predominantly presents a theoretical synopsis and anecdotal substantiation from teachers who have engaged in co-teaching. A more extensive investigation may encompass empirical investigation that scrutinizes the efficacy of co-teaching in enhancing student outcomes, fostering teacher professional growth, and elevating the general quality of education. The research in question may entail the utilization of questionnaires, classroom observations, and

interviews with teachers and guardians alike to acquire a more profound comprehension of the collaborative encounters, viewpoints, and obstacles.

In conclusion, the scholarly study conducted by Fogarty and Tschida (2018) sheds light on the advantages and disadvantages of co-teaching as a framework for professional development. However, further research is needed to specifically focus on the challenges faced by parents within the co-teaching framework. Additionally, empirical investigations can enhance our understanding of the impact of co-teaching on student achievements and teacher development. By addressing these gaps, future research endeavors can provide a more comprehensive understanding of the obstacles and opportunities inherent in the collaborative relationship between parents and teachers in the field of education. The findings of this study underscore the importance of ongoing research in exploring the dynamics of co-teaching and its implications for all stakeholders involved. By gaining a deeper understanding of the challenges faced by parents and the potential benefits of co-teaching, educational institutions can develop more effective strategies and support systems. This will ultimately contribute to improved educational outcomes and the holistic development of students. It is crucial for future research to consider diverse perspectives and contexts to ensure the generalizability and applicability of the findings. By addressing the specific concerns and barriers faced by parents in the co-teaching framework, researchers can provide evidence-based recommendations for practice and policy. This will enable educators, administrators, and policymakers to make informed decisions and implement strategies that foster positive parent-teacher collaboration. Continued research in this area will contribute to the ongoing improvement of educational practices and the promotion of inclusive learning environments.

Hovland (2022) sought to examine the difficulties encountered by mothers and teachers in the collaborative efforts to facilitate the language and literacy growth of children with disabilities who were adopted from China. Children who have been adopted and possess disabilities frequently necessitate supplementary assistance and intervention to enhance language and literacy proficiencies. Comprehending the viewpoints of both maternal figures and teachers in this joint undertaking is imperative in formulating effective tactics that foster the scholastic accomplishment of said offspring. The study's background underscores the significance of language and literacy advancement among children with disabilities and underscores the significance of collaborative efforts between mothers and teachers in delivering suitable assistance. The extant body of literature posits that promoting cooperation between teachers and parents is a pivotal element in providing effective support to children with disabilities, including those who have undergone adoption. Nonetheless, a dearth of extensive research exists that examines the precise obstacles encountered by mothers and teachers in the realm of language and literacy advancement concerning disabled adopted children from China. The objective of this research is to address the knowledge gap by examining the viewpoints of both parental figures and teachers, comprehending the challenges encountered, and pinpointing viable tactics to improve cooperation. The research methodology employed in this study is qualitative in nature, with a particular focus on the phenomenological approach, to effectively investigate the research inquiries. The process of data collection entails the administration of comprehensive interviews with both mothers and teachers. The objective of the interviews is to acquire a deeper understanding of the participants' encounters, viewpoints, and obstacles in facilitating the linguistic and literary growth of adopted children who have disabilities. The aim is to discern prevalent themes

and patterns within the accounts of both parents and teachers, thereby furnishing a comprehensive comprehension of the obstacles encountered in collaborative endeavors.

The present study on difficulties faced by Chinese adoptees with disabilities may have limitations in terms of generalizability to other cultural contexts. Language and literacy development challenges can vary significantly across different countries and adoption experiences. To address these limitations, future research should strive to incorporate the perspectives of teachers, parents, and adopted children from diverse cultural backgrounds. This broader approach would lead to a more comprehensive understanding of the barriers and opportunities involved in promoting language and literacy proficiency in adopted children with disabilities. By including a wider range of participants, researchers can gain insights into the specific cultural factors and contextual nuances that influence language and literacy outcomes. This expanded scope would contribute to a more nuanced understanding of the complex dynamics involved in supporting language and literacy growth in this population. Additionally, exploring the perspectives of teachers, parents, and adopted children from diverse cultural contexts can inform the development of culturally responsive interventions and strategies. By considering the unique cultural perspectives and experiences, researchers and practitioners can tailor approaches to better address the needs of adopted children with disabilities. Adopting an inclusive and culturally sensitive research approach would enhance the relevance and applicability of the findings to a broader range of contexts. Ultimately, it would contribute to advancing knowledge and practices in promoting language and literacy development in adopted children with disabilities worldwide.

In conclusion, Hovland's (2022) research adds to the extant scholarly corpus by offering valuable perspectives on the obstacles encountered by parents and teachers in joint efforts to facilitate

the linguistic and literary growth of Chinese adopted children with disabilities. The objective of the study is to collect viewpoints from significant stakeholders with the intention of promoting the creation of effective tactics and interventions that augment cooperation and advance results for these youngsters. To augment the comprehensiveness of the investigation, forthcoming studies may incorporate the viewpoints of supplementary stakeholders, such as the children themselves, and broaden the spectrum of cultural contexts to attain a more all-encompassing comprehension of the challenges and opportunities in promoting language and literacy proficiency in adopted children with disabilities.

Wicks (2016) aimed to investigate the perspectives of teachers regarding co-teaching in the inclusive education setting. The study's background acknowledges the growing emphasis on inclusive practices within the field of education and the significance of fostering collaboration between teachers in general education and special education. The collaborative instructional model of co-teaching has surfaced as a promising approach for addressing the varied needs of students in inclusive classrooms. The objective of this investigation is to acquire a comprehensive understanding of teachers' viewpoints on co-teaching, encompassing the encounters, obstacles, and general efficacy of the approach. The study employed a qualitative research approach to gather data from a cohort of teachers who possessed prior experience with co-teaching. The data was collected using interviews and surveys. The study's results offer a thorough comprehension of the challenges that teachers encounter during the collaborative co-teaching procedure. The analysis of the data revealed several significant themes, such as the crucial role of unambiguous communication, collaborative planning sessions, and well-defined role delineation. Furthermore, the study investigates the influence of co-teaching on the academic

achievements of students and the general efficacy of inclusive educational methodologies. Within the framework of the research, the mesosystem is conceptualized as a cooperative alliance between teachers and parents, aimed at providing assistance to students with special needs. The mesosystem is a significant factor in influencing the experiences and outcomes of students, given that the cooperation between parents and teachers has a direct impact on student's education and holistic growth.

Although the study provides valuable insights, there exist certain areas that necessitate further investigation. A constraint that arises is the narrow concentration on the viewpoints of teachers, thereby neglecting the obstacles and encounters encountered by parents during the collaborative procedure. The partnership between parents and teachers plays a pivotal role in promoting the academic and social welfare of students with varying requirements. Furthermore, the inclusion of viewpoints may offer significant contributions toward comprehending the obstacles and prospects of collaborative instruction. In order to attain a more comprehensive comprehension of the collaborative process in inclusive education, it is recommended that forthcoming research incorporate the viewpoints of parents. Moreover, while the research investigates the difficulties encountered by teachers, it would be advantageous to conduct a more comprehensive analysis of particular elements that could impede successful cooperation. An in-depth examination of topics such as variations in pedagogical approaches, scheduling discrepancies, and insufficient opportunities for professional growth in co-teaching may yield a more nuanced comprehension of the obstacles faced by teachers. Comprehending these particular hindrances can facilitate the creation of tactics and measures aimed at assisting teachers in surmounting obstacles to collaboration. Furthermore, the research predominantly centers on the viewpoints of instructors regarding co-teaching, while neglecting to consider the outlooks of pupils. The inclusion of parental and pedagogical viewpoints in the research would

provide a more comprehensive understanding of students' perceptions regarding co-teaching in inclusive educational settings. The comprehension of students' perceptions towards co-teaching and the identification of potential hindrances can provide valuable insights for instructional strategies and enhance the efficacy of inclusive education.

In conclusion, the study conducted by Wicks (2016) provides valuable insights into co-teaching in the context of inclusive education from the perspective of teachers. However, there is a need for further research to incorporate the viewpoints of parents and students, as well as to conduct a more comprehensive exploration of specific obstacles related to collaboration. Addressing these gaps in the literature would contribute significantly to the advancement of inclusive education practices by offering a more comprehensive understanding of the challenges and opportunities experienced by parents and teachers in the collaborative teaching process. By including the perspectives of parents, researchers can gain a better understanding of roles, expectations, and experiences in co-teaching. Similarly, incorporating the viewpoints of students can shed light on perceptions and experiences in inclusive classrooms. Moreover, conducting a more thorough examination of collaboration obstacles would enable the identification of specific factors that hinder effective co-teaching and provide insights into potential strategies for overcoming these challenges. By addressing these deficiencies in future research, scholars can contribute to the development and refinement of inclusive education methodologies, ultimately enhancing educational outcomes for all students.

Johnson, K. (2022) conducted a study entitled "Care of Students with Disabilities in Schools: A Team Approach" with the aim of examining the obstacles encountered by teachers and parents when working together to provide assistance to students with special needs. The background of the study

underscores the significance of adopting a team-oriented strategy to address the intricate requirements of students with disabilities. It accentuates the significance of cooperation among parents, teachers, and other invested parties. The objective of this research is to ascertain the particular impediments that impede successful collaboration and offer suggestions for surmounting them. The present study is highly pertinent to the mesosystem concept, which is rooted in Bronfenbrenner's ecological systems theory. The present investigation pertains to the mesosystem, which refers to the cooperative collaboration established between parents and teachers, and its consequential impact on the provision of care and assistance to students with disabilities. The research acknowledges the significance of efficient collaboration within the mesosystem in establishing inclusive and supportive educational settings. The significance of open communication, mutual respect, and shared decision-making between parents and teachers is emphasized by Johnson (2022). The study highlights the significance of actively engaging parents in child's care and education, acknowledging them as valuable sources of information regarding a child's distinct needs and preferences. Through collaborative efforts, teachers can acquire valuable perspectives on the aptitudes and deficiencies of students, thereby facilitating the provision of tailored assistance. The research highlights the significance of continuous collaboration, frequent meetings, and effective communication channels to ensure that both parents and teachers are well-informed and can jointly tackle any arising concerns.

Although the study provides significant insights, there exist certain gaps that could be addressed by future research. The study's primary focus is on the challenges encountered by parents and teachers, with limited consideration given to the viewpoints of students with disabilities. The inclusion of the viewpoints of these students would yield a more all-encompassing comprehension of the collaborative process and its effects on academic encounters. Potential avenues for further

investigation could involve examining the communication-related encounters, preferences, and obstacles faced by students with disabilities, engaging in collaborative efforts with parents and teachers. Furthermore, the research would be enhanced by an examination of the hindrances that obstruct effective collaboration between parents and teachers. The hindrances that may impede progress could consist of temporal limitations, restricted resources, divergent anticipations, and insufficient guidance and preparation for teachers. The identification of these obstacles would facilitate the development of focused tactics and interventions by teachers and policymakers to surmount them and augment cooperation. Furthermore, the research fails to explicitly acknowledge the cultural and linguistic heterogeneity of the student body, which can have a substantial influence on the level of collaboration between parents and teachers. Prospective investigations may delve into the obstacles and prospects linked to cooperation within heterogeneous cultural and linguistic milieus, fostering the establishment of culturally adaptive methodologies that cater to the requirements of every pupil.

In conclusion, the significance of a collaborative team approach in providing care for students with disabilities is underscored by Johnson (2022), who also sheds light on the obstacles encountered by teachers and parents in achieving productive cooperation. Prospective studies can enhance the findings by integrating the viewpoints of students with disabilities, exploring distinct impediments to collaboration, and tackling cultural and linguistic heterogeneity within the collaborative procedure. Through the identification and resolution of these gaps, scholars can make a valuable contribution to the advancement of approaches and measures that facilitate successful cooperation between parents and teachers in the provision of support for students with disabilities.

Global Education Monitoring Report Team, & International Task Force on Teachers for Education 2030. (2020) the study explores the challenges faced by parents and teachers in collaborating to support students with special needs within inclusive educational environments. The study's background highlights the importance of inclusive pedagogical approaches and emphasizes the pivotal role of teachers in establishing inclusive educational settings. It recognizes the significance of parental-teacher cooperation in addressing the diverse needs of students, with the goal of achieving academic success across all areas. By examining the difficulties encountered in this collaborative endeavor, the study contributes to a deeper understanding of the complexities and nuances involved in inclusive education. The findings shed light on the barriers and obstacles that parents and teachers encounter in joint efforts, thereby informing the development of effective strategies and interventions. Recognizing the importance of cooperation between parents and teachers, the study emphasizes the need for ongoing support and professional development to enhance collaboration and ensure positive outcomes for students with special needs. By addressing the challenges and fostering effective partnerships, the study highlights the potential for creating inclusive educational environments that cater to the diverse needs of all learners. Ultimately, the research findings contribute to the broader discourse on inclusive education and provide insights for policymakers, educators, and stakeholders in efforts to promote inclusive practices and support students with special needs.

The relevance of the mesosystem construct, derived from Bronfenbrenner's ecological systems theory, holds great importance in the current study. The mesosystem refers to the interactions and connections among different microsystems, such as the home and school environments. In the context of this study, the mesosystem specifically represents the collaborative partnership between parents and teachers, which directly influences the provision of support and opportunities for students with special

needs. The research acknowledges the critical role of effective collaboration within the mesosystem in promoting inclusive education. By examining the dynamics and outcomes of this collaborative alliance, the study contributes to a deeper understanding of the complexities involved in creating inclusive educational environments. It recognizes the interconnectedness and mutual influence between the home and school settings, emphasizing the need for cohesive efforts between parents and teachers. The findings highlight the importance of strong partnerships, communication, and shared goals in fostering positive outcomes for students with special needs. Understanding the impact of the mesosystem on inclusive education enables educators and stakeholders to implement strategies and interventions that promote collaborative practices. By recognizing the significance of the mesosystem, the study emphasizes the value of considering multiple ecological factors in supporting students' holistic development. Ultimately, the research findings contribute to enhancing the understanding and implementation of inclusive education practices that effectively support students with special needs.

The research emphasizes the significance of appropriately equipping teachers to instruct heterogeneous groups of students. The statement acknowledges the pivotal role of teachers in executing inclusive strategies and catering to the unique needs of learners. The study highlights the difficulties encountered by teachers in obtaining the requisite knowledge, competencies, and dispositions essential for advancing inclusive education. The obstacles that individuals may encounter could encompass restricted access to training programs, insufficient resources, and a dearth of comprehension and recognition of heterogeneous educational requirements. The research underscores the importance of offering teachers ongoing opportunities for professional growth and assistance to augment the capacity to instruct all learners proficiently.

Nevertheless, the study lacks an in-depth exploration of the obstacles encountered by parents in their efforts to cooperate with teachers. Comprehending the viewpoints and encounters of parents is essential in formulating effective collaboration tactics. Additional research may be conducted to explore the challenges that parents face when engaging with teachers, including but not limited to communication hindrances, differing anticipations, and restricted prospects for parental participation. Through the identification and resolution of these gaps, scholars can make valuable contributions to the advancement of collaborative frameworks that consider the obstacles encountered by both parents and educational professionals. Furthermore, the research could potentially derive advantages from a more exhaustive analysis of the systemic obstacles and regulations that impede effective cooperation between teachers and parents. The efficacy of collaboration can be hindered by inadequate resources, bureaucratic protocols, and insufficient synchronization among diverse stakeholders. Comprehending these hindrances can facilitate the development of policy suggestions and structural modifications that foster cooperation and equitable education.

In conclusion, the study emphasizes the significance of implementing inclusive teaching strategies and promoting effective communication between parents and teachers to facilitate inclusive education. Nonetheless, the present investigation exhibits certain lacunae, including the restricted discourse on the obstacles encountered by parents in cooperative efforts and the influence of cultural and linguistic heterogeneity. Subsequent investigations may aim to bridge these lacunae and furnish a more all-encompassing comprehension of the challenges linked to parent-teacher cooperation. Through the identification and resolution of these obstacles, educational professionals and decision-makers can establish comprehensive instructional settings that cater to the varying requirements of every student.

Benefits of effective collaboration between parents and teachers in supporting students with special needs in the mesosystem

Foreign Studies

Wilmshurst, L., & Brue, A. W. (2018) emphasized the significance of parental and teacher collaboration in helping students with special needs, particularly in the context of the Individualized Education Program (IEP). The scholars acknowledge that a successful collaboration between teachers and parents can yield several advantages for students with disabilities, such as enhanced academic performance, augmented social and emotional welfare, and enriched educational opportunities. The study's background centers on recognizing the importance of the Individualized Education Program (IEP) in furnishing tailored assistance and provisions to students with disabilities. The researcher underscores the legal mandate for an Individualized Education Program (IEP) as stipulated by the Individuals with Disabilities Education Act (IDEA). The significance of collaborative decision-making between teachers and parents in the development and implementation of successful Individualized Education Programs (IEPs) is also emphasized.

The benefits of robust parent-teacher collaboration are investigated by Wilmshurst and Brue (2018). The researcher explores the potential advantages of collaborative endeavors in acquiring a comprehensive comprehension of the student's requirements, aptitudes, and inclinations. The establishment of a collective comprehension facilitates the development of tailored approaches and measures that address the distinct requirements of the student. Furthermore, scholarly works underscore the importance of collaboration between parents and teachers in promoting consistency of support across various environments. The collaboration between parents and teachers can enhance the

exchange of information, encourage instructional uniformity, and reinforce learning goals, thereby creating a cohesive and supportive educational atmosphere for the student.

The researcher emphasizes the importance of collaborative efforts in fostering a sense of partnership and mutual responsibility among teachers and parents. By means of active parental engagement in the educational process, teachers can acquire valuable insights into the home environments, cultural backgrounds, and individual circumstances of students, all of which exert a significant influence on learning experiences. Likewise, parents acquire a more profound comprehension of offspring's academic expedition and can provide distinctive outlooks and assessments to bolster a child's advancement. The study recognizes the noteworthy contributions of collaborative endeavors between parents and teachers. However, there exist certain lacunae in the literature that necessitate additional investigation in forthcoming research. An area that necessitates additional investigation pertains to the recognition and evaluation of potential impediments and difficulties that impede effective collaboration. Comprehending and mitigating these hindrances can aid teachers and guardians in formulating tactics to surmount them and additionally augment cooperative methodologies. The central objective of the study is to analyze the advantages of parent-teacher cooperation in the distinct milieu of the Individualized Education Program (IEP) and special education. Additional research may be required to expand the range and examine the benefits of cooperation in all-encompassing educational settings, where pupils with disabilities are instructed in conjunction with non-disabled counterparts. It would be advantageous to gain a more comprehensive comprehension of the effects of collaborative endeavors on the academic achievements of students with special needs in varied educational contexts.

In conclusion, the study conducted by Wilmshurst and Brue (2018) emphasizes the importance of cooperation between teachers and parents in assisting students with special needs, particularly in the context of the Individualized Education Program (IEP). As a result, it can be concluded that collaboration between teachers and parents is crucial in supporting students with special needs. The research highlights the diverse advantages that result from effective collaboration, such as enhanced scholastic accomplishments, augmented social and emotional welfare, and enriched educational encounters. Additional investigation is required to delve into plausible hindrances to collaboration and broaden the scrutiny of collaborative methodologies to encompass environments that promote inclusivity in education. The identification and resolution of these gaps will make a valuable contribution to the development of effective strategies and interventions designed to promote successful collaboration between parents and teachers, thereby resulting in favorable outcomes for students with special needs.

Boyle, C., & Topping, K. J. (2018) conducted a study that acknowledges the importance of collaborative endeavors between teachers and parents in fostering favorable academic results for children who possess Special Educational Needs and Disabilities (SEND). The research encompassed an exhaustive examination of existing literature to investigate the prospective advantages of parent-teacher cooperation in aiding students with special educational needs and disabilities (SEND). The researchers endeavored to underscore the significance of collaboration and delineate its particular advantages by scrutinizing extant literature and amalgamating the results.

The study's background underscores the significance of inclusive education and the necessity for proficient collaborations between parents and teachers to help students with special educational

needs. The potential benefits of collaborative efforts span across multiple domains, such as academic attainment, socio-emotional growth, and management of conduct. By means of collaboration, parents and teachers can combine distinct perspectives, knowledge, and abilities to establish a nurturing and comprehensive learning milieu for students with Special Educational Needs and Disabilities (SEND). This research expands upon the aforementioned context by examining the distinct advantages that arise from cooperative alliances between parents and teachers. Boyle and Topping (2018) conducted a comprehensive review of literature that explored various studies pertaining to the influence of parent-teacher collaboration on students with special educational needs and disabilities (SEND). The researchers utilized a methodical methodology to identify pertinent research, scrutinize its discoveries, and extract fundamental themes. The process led to the identification of various advantages of collaborative efforts, such as better academic achievements, heightened social competencies, greater parental engagement, and improved communication and comprehension between teachers and parents. This research offers a comprehensive analysis of the current body of evidence, emphasizing the favorable outcomes that can result from collaborative endeavors for students with special educational needs and disabilities (SEND).

While the research has made valuable contributions, there are some gaps that need to be addressed. One area of concern is the need for further investigation into the specific mechanisms through which collaboration leads to positive outcomes. Existing literature has established a link between collaboration and favorable educational results, but there is a lack of comprehensive research exploring the underlying processes and strategies that facilitate these benefits. Understanding the precise ways in which collaboration influences student outcomes can provide valuable insights for professionals and policymakers in designing effective interventions and strengthening mechanisms. By

uncovering the mechanisms at play, researchers can identify best practices and develop evidence-based strategies to enhance collaboration and its impact on educational outcomes. Additionally, exploring the nuanced dynamics of collaboration can help identify potential barriers or challenges that need to be addressed. By filling this research gap, scholars can contribute to the knowledge base and inform educational practices aimed at fostering successful collaboration. This deeper understanding of the mechanisms behind collaboration can guide the development of targeted professional development programs and policies that support effective collaboration among educators, students, and other stakeholders. Ultimately, addressing these gaps will help maximize the potential benefits of collaboration and improve educational outcomes for all stakeholders involved.

A notable limitation of the reviewed literature is its limited inclusion of diverse viewpoints. Most of the research has primarily focused on the perspectives of teachers and parents, potentially overlooking the valuable insights and experiences of students with special educational needs and disabilities. Integrating the perspectives of students would provide a more comprehensive understanding of needs, preferences, and experiences within the collaborative process. Further investigation is needed to explore strategies for enhancing student engagement and empowerment through collaborative efforts. By including students as active participants, researchers can gain valuable insights into unique perspectives and contributions to the collaboration. This inclusive approach can inform the development of more student-centered and empowering collaborative practices. Moreover, considering students' viewpoints can help identify barriers and challenges they may face in participating fully in collaborative endeavors. By addressing these limitations, future research can contribute to a more holistic understanding of collaboration in special education, ensuring that the voices and experiences of students are effectively integrated into collaborative practices.

Ultimately, this can lead to more inclusive and effective support for students with special educational needs and disabilities.

In conclusion, the literature review conducted by Boyle and Topping (2018) concludes that parent-teacher collaboration has the potential to enhance the academic achievements of students with SEND. The research underscores the significance of cooperation in establishing a nurturing and all-encompassing educational milieu. Nonetheless, the existing body of knowledge exhibits certain limitations, such as the requirement for additional investigation into the precise mechanisms that underlie the advantages of collaborative efforts and the integration of varied viewpoints. Subsequent investigations ought to prioritize the examination of effective tactics, mechanisms, and cultural milieus that can augment our comprehension of how collaborative endeavors among teachers and parents can optimally bolster students with special needs.

Aguilar and Pinlac (2019) delved into the perceptions of teachers and parents concerning collaboration in inclusive education for children diagnosed with autism. The study utilized a quantitative research methodology, employing surveys as the primary data collection tool to gather information from teachers and parents of children with autism who attend mainstream schools. The objective of the investigation was to analyze diverse facets of collaboration, encompassing communication, cooperation, and shared decision-making. The researchers utilized descriptive statistics to ascertain the perceptions and experiences of teachers and parents regarding collaboration. The results of the study suggest that there is a shared acknowledgement among teachers and parents regarding the significance of cooperative efforts in facilitating the academic and social development of students with autism within mainstream educational settings. The advantages of collaborative efforts,

including enhanced communication, shared responsibilities, and a more comprehensive comprehension of the child's requirements, were recognized by teachers and parents. Additionally, the research findings indicated favorable dispositions towards cooperation between teachers and parents, along with a readiness to participate in collaborative methodologies. In addition, it was observed by teachers and parents alike that cooperation played a pivotal role in the cognitive, interpersonal, and affective growth of individuals diagnosed with autism.

The study conducted by Aguilar and Pinlac (2019) offers significant contributions to the understanding of the perspectives of teachers and parents with regards to cooperative efforts in inclusive education for children with autism. However, there exist certain areas of deficiency that could be remedied through further investigation. Initially, the investigation lacked specification regarding the geographical setting in which the investigation was carried out, thereby impeding the evaluation of the applicability of the results to alternative circumstances. Furthermore, the research predominantly centers on the viewpoints of teachers and parents, thereby overlooking the vantage point of individuals with autism spectrum disorder. Incorporating the perspectives of children diagnosed with autism spectrum disorder (ASD) in forthcoming studies may yield a more all-encompassing comprehension of the advantages and difficulties associated with cooperative learning in academic encounters. Additionally, the research is significantly dependent on self-reported data, and it would be advantageous to integrate alternative data sources, such as classroom observations or interviews, to acquire a more comprehensive comprehension of the authentic collaborative practices between teachers and parents.

In conclusion, the study underscores the importance of collaborative endeavors between teachers and parents in aiding students with autism who attend mainstream educational institutions.

The results highlight the favorable attitudes and beliefs held by teachers and parents regarding cooperation, acknowledging its advantages for the integration and academic achievements of individuals diagnosed with autism. The study would be enhanced by addressing the aforementioned gaps, which comprise specifying the research location, integrating the viewpoints of children with autism, and utilizing a variety of data sources. Through the identification and resolution of these gaps, forthcoming research endeavors can augment the holistic comprehension of the advantages and obstacles associated with collaborative efforts in aiding students with special needs, ultimately amplifying inclusive educational methodologies.

Vlcek, S., Somerton, M., & Rayner, C. (2020) conducted a study titled "Collaborative Teams: Teachers, Parents, and Allied Health Professionals Supporting Students with Autism Spectrum Disorder in Mainstream Australian Schools" investigate the advantages of collaborative teams and the influence on the educational experiences and accomplishments of students diagnosed with ASD in mainstream schools in Australia. The study sought to investigate the collaborative practices and viewpoints of teachers, parents, and healthcare practitioners, with a focus on identifying barriers and inadequacies in existing collaborative methods. The study's background section recognizes the escalating occurrence of students diagnosed with autism spectrum disorder (ASD) in conventional educational environments and the imperative for effective cooperation among concerned parties to furnish suitable assistance. The significance of effective collaboration in establishing inclusive learning environments and catering to the varied requirements of students with ASD is acknowledged by the researchers. The current body of literature pertaining to collaborative practices among teachers, parents, and allied health professionals in Australia is insufficient, indicating a need for a thorough

comprehension of the benefits and obstacles associated with collaborative endeavors for students diagnosed with ASD. The research utilized a qualitative methodology, gathering information via semi-structured interviews and group discussions. The study recruited a cohort of teachers, parents, and healthcare practitioners who possess direct engagement and familiarity in helping pupils with autism spectrum disorder (ASD) in regular educational institutions throughout Australia. The researchers employed thematic analysis to identify prevalent themes pertaining to collaborative practices, including but not limited to communication, shared decision-making, and coordinated support. The study findings indicate that the utilization of collaborative teams can yield favorable effects on educational outcomes, inclusive practices, and the overall welfare of students diagnosed with autism spectrum disorder (ASD).

While the study offers valuable insights, there are several gaps that require further exploration. One limitation is the focus on traditional Australian schools, which may limit the generalizability of the findings to other educational settings. Additionally, the study primarily includes perspectives from teachers, parents, and healthcare professionals, potentially overlooking the viewpoints of individuals diagnosed with autism spectrum disorder (ASD). Incorporating the perspectives of individuals with ASD in future research is crucial to gain a more comprehensive understanding of experiences and needs in collaborative initiatives. It is essential to recognize the unique insights and challenges faced by individuals with ASD to inform effective collaboration strategies. Moreover, future research should consider diverse cultural and contextual factors that can influence collaboration between various stakeholders. By expanding the scope of participants and contexts, researchers can develop a more inclusive and representative understanding of collaborative practices in supporting individuals with

ASD. This broader approach will contribute to the development of more inclusive and effective interventions and practices in educational and healthcare settings for individuals with ASD.

The study emphasizes the importance of continuous professional development and education for teachers, parents, and healthcare professionals to enhance ability to collaborate effectively and expand knowledge base. However, the research lacks a thorough investigation of specific strategies and resources that are essential for fostering successful collaboration. Further research is needed to explore the professional development needs of individuals involved in collaborative teams. The aim of this study is to identify effective training programs and supportive measures that can enhance collaborative practices among stakeholders. By addressing this gap, researchers can provide insights into the specific skills, knowledge, and resources required for effective collaboration in various contexts. This will contribute to the development of targeted interventions and training initiatives that can enhance collaborative practices and outcomes. Additionally, future research should consider the unique challenges and opportunities associated with different educational and healthcare settings to ensure the relevance and applicability of findings. The findings of this study will inform the design and implementation of professional development programs that promote effective collaboration among teachers, parents, and healthcare professionals.

In conclusion, the study's results suggest that the formation of collaborative teams consisting of teachers, parents, and healthcare practitioners can offer substantial assistance to students diagnosed with autism spectrum disorder (ASD) who attend regular schools in Australia. The research underscores the benefits of cooperative efforts in enhancing educational experiences and achievements for students with special needs. Notwithstanding the extant literature, there remain gaps in the Australian context that necessitate additional investigation. The absence of student viewpoints and the

necessity to further investigate tactics and resources that promote effective collaboration are topics that demand consideration. It is recommended that forthcoming research endeavors focus on these areas of deficiency to facilitate the establishment of evidence-based practices that efficiently encourage successful collaboration in aiding students with special needs.

Wahyuni, C., & Mangunsong, F. M. (2022) examines the benefits of collaborative efforts between parents and teachers in supporting students with special needs in the Indonesian context. The study examines the connection between parental involvement and academic achievement among students with special education requirements. It aims to comprehend how parental involvement can enhance educational outcomes for these students. The education of students with special needs is a complex and difficult endeavor that requires the collaboration of multiple parties, including parents and teachers. In recent years, the significance of collaborative efforts between parents and instructors to support the educational needs of students with special needs has been increasingly acknowledged. This acknowledgement stems from the realization that parents have valuable insights into the child's abilities, strengths, and challenges, while teachers contribute expertise in instructional strategies and pedagogy. Collaboration between parents and teachers has the potential to improve the academic performance and well-being of students with special needs. The study emphasizes the importance of parental involvement in assisting students with special needs. It highlights the significance of active communication, collaboration, and cooperation between parents and teachers in the development and implementation of effective educational strategies. By involving parents in the learning process, teachers can obtain valuable insight into each student's unique needs, preferences, and learning styles.

This information can then be used to tailor instruction and support to the student's individual requirements, resulting in improved academic outcomes.

Despite the expanding recognition of the benefits of parent-teacher collaboration, there are still gaps in the current research. There is a need for a more in-depth examination of the specific implementation and maintenance strategies for parental involvement. While the study acknowledges the significance of parental involvement, it does not explore the specific strategies, practices, or interventions that facilitate productive collaboration between parents and teachers. In addition, the study is limited in its applicability to other cultural and pedagogical contexts due to its emphasis on the Indonesian context. There is a need for additional research into the factors that facilitate or impede effective collaboration between parents and instructors in the support of students with special needs. This may involve examining the attitudes and beliefs of parents and teachers toward collaboration, identifying barriers to collaboration, and examining the influence of various collaborative models or interventions on student outcomes. Future studies can provide a more comprehensive understanding of the benefits of collaborative efforts and inform the development of practices and policies that promote effective collaboration between parents and teachers in supporting students with special needs by addressing these gaps.

In conclusion, the study conducted by Wahyuni and Mangunsong highlights the importance of collaboration between parents and teachers in Indonesia to provide support for students with special needs. It underscores the positive impact of parental involvement on academic achievement and emphasizes the need for active communication and collaboration between parents and teachers. However, the study falls short in providing detailed strategies for effective collaboration and lacks information on the generalizability of the findings to other settings. Future research should address

these limitations to enhance our understanding of the benefits of collaborative efforts in supporting students with special needs and to guide the development of effective practices and policies in the field of special education. Further investigation is warranted to explore specific approaches and interventions that can promote successful collaboration between parents and teachers. This will contribute to the development of evidence-based guidelines and recommendations for educators, parents, and policymakers. Additionally, research efforts should consider diverse cultural contexts and educational systems to ensure the relevance and applicability of findings beyond the Indonesian context. By addressing these gaps, future studies can provide valuable insights into best practices for collaborative support in special education, ultimately improving outcomes for students with special needs worldwide.

Bishara, S., & Wubbena, Z. (2018) study was motivated by the recognition that students with learning disabilities frequently struggle with arithmetic learning and developing a positive self-image and motivation. The purpose of this study is to examine the effect of collaborative teaching strategies, specifically active teaching, and traditional teaching, on the self-image and motivation of math students. This study aims to contribute to the development of effective strategies for supporting students with special needs in mathematics education by examining the benefits of collaborative efforts between parents and instructors. The study employs quantitative research methodology and a sample of students with cognitive disabilities. Mathematical self-perception, motivation, and academic performance can be measured through surveys and tests. The researchers compare the outcomes of students exposed to active teaching methods, which emphasize collaboration between parents and instructors, to those exposed to traditional teaching methods. The outcomes are then analyzed to

ascertain the effect of collaborative instruction on students' self-perception, motivation, and math academic achievement.

By means of collaborative endeavors, parents and teachers can jointly establish a nurturing and comprehensive educational milieu for students with special needs. The research acknowledges the significance of parental involvement in the academic process and the possible advantages that cooperation can yield. This study investigates the effects of active teaching methods that prioritize parent-teacher collaboration on students' self-concept, motivation, and academic performance in the domain of mathematics. The research illuminates the importance of examining the mesosystem in facilitating academic success for students with learning disabilities, specifically in regard to the interplay and connections between parental and teacher involvement. This study offers significant perspectives on the effectiveness of collaborative pedagogical approaches and influence on students' self-concept and drive. The results underscore the possibility of synergistic endeavors within the mesosystem to augment the academic experiences and achievements of students.

The study addresses a gap in the existing literature by concentrating specifically on the advantages of collaborative efforts between parents and teachers in supporting students with learning disabilities in mathematics education. It offers valuable insights into the efficacy of various teaching strategies and impact on students' self-perception and motivation. The study offers a novel perspective on the significance of collaborative efforts in supporting students with special needs by examining the effect of active teaching methods that involve collaboration between parents and teachers. However, the study's exclusive concentration on math education may be a limitation. Additional research could examine the advantages of collaborative efforts in other subject areas and investigate the applicability of the findings to various learning disabilities. In addition, the study relies primarily on quantitative

measures, and future research could include qualitative methods to obtain a deeper understanding of the experiences and perspectives of both parents and teachers in collaborative efforts. In addition, the study does not explicitly investigate the specific strategies or approaches used in collaborative efforts between parents and teachers, leaving space for future research to investigate the specific factors that contribute to the observed positive outcomes.

In conclusion, the study emphasizes the benefits of collaboration between parents and teachers in supporting students with learning disabilities in mathematics education. It adds to the existing body of literature by showcasing the importance of collaborative approaches in improving students' self-esteem, motivation, and academic outcomes. The findings underscore the value of fostering collaborative partnerships to establish inclusive learning environments for students with special needs. These insights have implications for educators, parents, and policymakers involved in supporting students with learning disabilities. By promoting collaboration, educators and parents can work together to address the specific needs of students with learning disabilities, enhancing overall educational experience. The study highlights the potential of collaborative efforts to empower students and promote academic success in mathematics. It underscores the importance of creating a supportive network of stakeholders to provide comprehensive support for students with learning disabilities. The findings emphasize the need for ongoing collaboration and communication between parents and teachers to ensure effective support and intervention strategies. Policymakers can also use these findings to inform the development of inclusive education policies that prioritize collaboration and support for students with special needs. Overall, the study underscores the transformative power of collaborative efforts in enhancing the educational outcomes of students with learning disabilities in mathematics education.

Locale Studies

Moore, B. A. (2018) investigates the advantages of collaborative endeavors between parents and teachers in augmenting special educator cultural awareness. The cooperation between teachers and parents is crucial in helping students with special needs and fostering academic achievements. An essential component of this collaborative effort is the cultivation of cultural awareness among special teachers. This involves the identification and comprehension of the cultural backgrounds and experiences of students and corresponding families. The study seeks to investigate the effects of collaborative professional learning communities that engage in critical reflection on the cultural awareness of special education professionals. The acknowledgement of the importance of cultural competence among special teachers is crucial for the successful provision of services to a diverse population of students with special needs. According to the researcher, special teachers can improve cultural awareness and inclusive instructional practices by participating in reflective practices and collaborative discussions within professional learning communities.

Within the mesosystem, the study recognizes the importance of integrating parental perspectives and experiences into the development of cultural awareness among special teachers. Through involving parents in the collaborative process, teachers acquire significant perspectives on the cultural origins, values, beliefs, and customs that impact the academic encounters of pupils. The act of collaborating enables teachers to customize the pedagogical approaches and establish a culturally responsive educational milieu that caters to the heterogeneous requirements of students with special needs. The study emphasizes the importance of integrating parental perspectives and experiences into the development of cultural awareness among special teachers. Through active engagement of parents

in the collaborative process, teachers can acquire valuable insights into the cultural values, beliefs, and practices that influence the educational experiences of the students, both within the home environment and the classroom setting. The comprehension of cultural diversity enables teachers to customize pedagogical methods and establish a culturally sensitive educational setting.

Nonetheless, certain deficiencies exist in the present investigation. Although the significance of parental-teacher collaboration is underscored, the text lacks explicit tactics or instances of effective implementation of such collaboration. Furthermore, the study primarily centers on the viewpoints of special teachers, with restricted examination of the encounters and perspectives of parents. To gain a more thorough comprehension of the obstacles and advantages associated with collaborative endeavors aimed at assisting students with special needs, it would be beneficial to incorporate the viewpoints of parents and investigate the outlooks on the collaborative procedure.

Additionally, the research outcomes are derived from self-reported information obtained from a solitary professional learning community, which could potentially restrict the applicability of the conclusions. A potential avenue for expanding the scope of the investigation into the advantages and difficulties of collaborative endeavors in augmenting special educator cultural sensitivity would be to reproduce the study with a more extensive and varied participant pool. This could yield a more comprehensive comprehension of the subject matter.

In conclusion, the study concludes by underscoring the importance of collaboration between parents and teachers in supporting students with special needs. It emphasizes the value of collaborative professional learning communities that foster cultural awareness among special educators. However, further research is needed to explore effective strategies for implementing collaborative practices and to incorporate parental perspectives, ensuring a comprehensive understanding of the benefits and

challenges of such collaborations in assisting students with special needs. The findings highlight the transformative potential of collaboration in promoting inclusive education and optimizing outcomes for students with special needs. The study advocates for ongoing professional development that emphasizes collaboration skills and cultural competence among teachers. It also suggests the need for continued exploration of best practices and innovative approaches to enhance collaboration between parents and teachers. The study's conclusions have implications for educational policy and practice, calling for the promotion and support of collaborative partnerships between parents and teachers in special education settings. By fostering effective collaboration, educators and parents can create a supportive and inclusive environment that meets the unique needs of students with special needs. Overall, the study reinforces the importance of collaborative efforts in facilitating the holistic development and academic success of students with special needs.

Gomez-Najarro, J. (2019) study about the effective implementation of Response to Intervention (RTI) strategies and support for students with special needs requires collaboration between general education and special education teachers. The Response to Intervention (RTI) framework is a research-based approach that offers focused interventions and assistance to students who are experiencing challenges in academic or behavioral domains. The cooperative efforts of general and special education instructors guarantee that the unique requirements of students are met and that suitable interventions are executed. The degree and caliber of collaboration among teachers from these two distinct groups can exhibit variability, which can have an effect on the overall efficacy of Response to Intervention (RTI) implementation. Comprehending the variables that impact collaboration and detecting any inadequacies in present methodologies are pivotal in enhancing the

efficacy of Response to Intervention (RTI) and furnishing superior assistance to students with special needs.

Bronfenbrenner's ecological systems theory introduces the notion of the mesosystem, which can be applied to Gomez-Najarro's (2019) research on the effective execution of Response to Intervention (RTI) techniques and assistance for students with special needs. The mesosystem is a construct that denotes the interrelationships and linkages among diverse contexts, exemplified by the partnership between regular education and special education instructors within the Response to Intervention (RTI) framework. It is imperative that these two factions collaborate to guarantee that the distinctive requirements of students with special needs are satisfied, and suitable interventions are executed. The present study underscores the significance of interdependence among general and special education instructors within the mesosystem for the effective execution of Response to Intervention (RTI). The investigation acknowledges that the extent and caliber of cooperation among these teachers may fluctuate and could influence the overall efficacy of Response to Intervention (RTI). The study endeavors to enhance the effectiveness of Response to Intervention (RTI) and offer superior assistance to students with special needs by comprehending the factors that impact collaboration and detecting any inadequacies in existing methodologies.

Although Gomez-Najarro's (2019) study offers valuable insights into the collaboration between general and special education teachers within the framework of RTI, there exist certain gaps that could be addressed in future research. The study lacks specification of the research location, which may constrain the generalizability of the results to a particular setting. Incorporating diverse settings or carrying out investigation across various regions may yield a more exhaustive comprehension of collaborative practices. Furthermore, the present investigation centers on the viewpoints of teachers in

both general and special education domains, while omitting the outlooks of students and parents. Inclusion of the perspectives of both students and parents may offer a comprehensive understanding of the advantages and obstacles associated with collaborative endeavors aimed at assisting students with special needs.

One of the limitations of the present study pertains to the insufficient investigation of the distinct strategies or methodologies utilized by general and special education teachers to foster collaboration. Comprehending the precise methodologies and strategies that promote successful collaboration may provide valuable insights for designing professional development initiatives and interventions targeted at enhancing collaboration in the context of Response to Intervention (RTI) implementation. Furthermore, the research study fails to examine the possible hindrances or difficulties that teachers encounter when attempting to collaborate efficiently. The analysis of these obstacles and the formulation of tactics to surmount them may facilitate the creation of conducive settings for collaborative endeavors.

Additionally, the research does not investigate the influence of collaborative activities on academic and behavioral outcomes for students with special needs, and to what degree such collaborative efforts enhance overall performance. Investigating the correlation between collaboration and student outcomes could potentially enhance the empirical foundation for the advantages of collaborative endeavors. The study is predominantly based on self-report data. To obtain a more comprehensive understanding of collaboration practices and the impact on students, future research could consider integrating supplementary data sources, such as classroom observations or interviews.

In conclusion, the findings of Gomez-Najarro's (2019) study provide insight into the collaborative practices of general and special education teachers within the framework of Response to

Intervention (RTI). The cooperation and coordination between these two distinct groups is of paramount importance in providing optimal assistance to students with special needs. The present study exhibits certain limitations that could be remedied in subsequent research. These include the need to specify the study location, incorporate the viewpoints of students and parents, investigate collaboration strategies, tackle challenges, scrutinize the effect on student outcomes, and employ a variety of data sources. Through the identification and examination of these gaps, further investigation can expand upon the current knowledge regarding the advantages of collaborative endeavors between parents and teachers in aiding students with special needs. This can also provide insight into potential interventions and methodologies to improve the implementation of Response to Intervention (RTI).

Biggs, E. E. (2023) conducted delves into the advantages of cooperative endeavors between teachers and parents in catering to the requirements of students with autism who face communication challenges. The objective of this study is to examine the methods and approaches utilized by professionals to enhance the networks to deliver optimal assistance to students diagnosed with autism spectrum disorder (ASD). The integration of students with special needs, specifically those with autism spectrum disorder (ASD) and communication needs, into mainstream educational environments has emerged as a prominent area of interest in educational research and application. The significance of collaborative endeavors between parents and teachers in bolstering the educational and developmental requirements of students has been acknowledged as a crucial aspect.

The study's background is founded on the increasing acknowledgement of the significance of professional collaboration in the education and assistance of students with special needs. The collaboration between parents and teachers is considered a crucial factor in establishing a

comprehensive and integrated strategy to address the distinctive requirements of students with autism spectrum disorder (ASD) and communication challenges. The research recognizes the intricate nature of the difficulties faced by these students and emphasizes the necessity of comprehensive assistance that goes beyond the confines of the academic setting. Through an analysis of the methodologies utilized by experts in the field, the research aims to augment the current body of knowledge and improve the cooperative approaches utilized in assisting individuals with autism spectrum disorder.

The mesosystem concept can be linked to Biggs' (2023) research on the benefits of collaborative efforts between teachers and parents in meeting the needs of students with autism who encounter communication difficulties. The mesosystem denotes the interrelatedness and interdependence of diverse contexts, and in the present investigation, it pertains to the cooperative association between parents and teachers in facilitating the academic and social development of learners diagnosed with autism spectrum disorder (ASD) and related communication impairments. The mesosystem is acknowledged in the study as a crucial factor in fostering cooperation between parents and teachers to develop a holistic and cohesive strategy to cater to the unique needs of students with ASD and communication difficulties. The statement underscores the intricate nature of the challenges encountered by these students, necessitating a holistic support system that transcends the confines of the educational environment. The study endeavors to enhance the current understanding and cooperative approaches utilized in supporting individuals with ASD by scrutinizing the techniques and methodologies employed by professionals in augmenting collaborative networks.

The present investigation aims to address a notable gap in the existing body of research by concentrating on individuals diagnosed with autism spectrum disorder (ASD) who require communication support. The present study highlights that communication difficulties are a prevalent

feature of autism spectrum disorder (ASD), which can have a substantial impact on the academic, social, and emotional development of students. Nonetheless, the existing body of literature on this topic is insufficient in examining the precise techniques and methodologies utilized by experts in enhancing the networks to adequately assist these learners. The objective of this research is to bridge the existing knowledge gap by shedding light on the collaborative endeavors among parents, teachers, and other experts in catering to the distinctive communication requirements of students diagnosed with ASD.

Through an analysis of the advantages stemming from cooperative endeavors between parents and teachers, this research aims to underscore the favorable consequences that can ensue from successful collaboration. The study's results have the potential to make a significant contribution to the advancement of evidence-based practices and interventions aimed at enhancing the general welfare and academic achievement of individuals with ASD. Furthermore, the study has the potential to illuminate the obstacles and hindrances encountered by professionals in creating and sustaining collaborative networks, offering significant perspectives for forthcoming interventions and programs aimed at professional growth.

In conclusion, the study recognizes the importance of collaborative efforts between parents and teachers in supporting students with autism spectrum disorder (ASD) who require communication assistance. The research aims to expand our understanding and offer valuable insights into educational practices that promote effective collaboration by examining the strategies and approaches utilized by experts in the field. The findings of the study indicate the potential for enhancing the quality of support provided to students with ASD and communication challenges. This has the potential to lead to improved educational outcomes and overall well-being for these students. The study highlights the

significance of establishing strong partnerships between parents and teachers to ensure effective communication and tailored support for students with ASD. It emphasizes the need for ongoing professional development and training to equip educators with the necessary skills and knowledge to effectively collaborate with parents in supporting students with ASD. The implications of the study extend to educational practitioners, policymakers, and parents, emphasizing the importance of collaborative approaches in meeting the unique needs of students with ASD. By promoting collaboration, educators and parents can work together to create inclusive and supportive learning environments that maximize the potential of students with ASD. The study underscores the need for continued research and exploration of effective strategies and interventions that facilitate collaboration in supporting students with ASD and communication challenges. Overall, the findings of the study contribute to the existing body of knowledge and serve as a valuable resource for improving educational practices and outcomes for students with ASD.

Clifford, A. P., & Humphries, M. L. (2021) focuses on investigating the importance of parent involvement in early childhood education and its influence on the development and achievement of children with special needs. The study aims to explore the numerous benefits of collaborative efforts between parents and educators in providing support to students with special needs, while also recognizing the potential challenges and limitations that may arise. The chapter presents a comprehensive examination of the existing landscape of parent involvement in early childhood education within the United States, shedding light on the current practices and policies in place. Additionally, it offers valuable insights into areas that may require further development and reconsideration. The research contributes to the understanding of the crucial role that parents play in

the educational journey of children with special needs during early years. By examining the advantages and potential obstacles of parent involvement, the study provides a foundation for fostering effective collaboration between parents and educators. The findings and insights derived from this research can inform educational practitioners, policymakers, and parents in efforts to enhance parent involvement and create more inclusive and supportive early childhood education environments. The study underscores the importance of ongoing research and evaluation to continuously improve practices and policies related to parent involvement in early childhood education for children with special needs.

The mesosystem concept is pertinent to the investigation conducted by Clifford and Humphries (2021) regarding the importance of parental engagement in early childhood education and its influence on the growth and achievement of children with special needs. The mesosystem denotes the interconnections and interactions among diverse systems. In the present investigation, it pertains to the cooperative endeavors between teachers and parents in assisting students with special needs in the milieu of early childhood education. The mesosystem framework acknowledges the pivotal function that parents fulfill in facilitating the educational and developmental progress of children, especially those with special needs. The statement underscores the significance of parental engagement in fostering favorable outcomes in academic performance, socio-emotional development, and general welfare. The objective of the research is to address the gap in comprehension regarding parental engagement in the setting of students with special needs through an analysis of the distinct advantages and challenges of cooperative endeavors between parents and teachers. The research delves into the benefits of parental engagement in special education for early childhood learners. The statement underscores the significance of parental involvement in children's education, as it cultivates a

collaborative environment and enhances the exchange of information between parents and teachers. The act of collaborating fosters an enhanced comprehension of the unique needs of the child and facilitates the creation of suitable educational strategies and interventions. Research has indicated that parental engagement can have a positive impact on academic achievement, self-confidence, and social conduct.

However, the study also acknowledges the limitations and obstacles that may arise when attempting to promote parental involvement. These include language and cultural barriers, parental ignorance regarding rights and responsibilities, and varying levels of parental availability and resources. The researchers emphasize that teachers must be aware of these obstacles and provide the necessary support and resources to ensure meaningful and inclusive parent involvement. Despite the valuable insights provided in this study, there are still gaps in our comprehension of parent involvement in special education for young children. First, there is a need for additional research into the specific strategies and approaches that effectively promote collaboration between parents and teachers. This includes analyzing the effect of technology and virtual platforms on parent-teacher communication and involvement. In addition, there is a need for research that investigates the perspectives of students themselves, as parents' voices and experiences are essential to comprehending the advantages and disadvantages of collaborative efforts.

In conclusion, the study by Clifford and Humphries (2021) underscores the significance of parental involvement in early childhood education and its impact on students with special needs. The research highlights the value of collaborative endeavors between parents and educators in promoting positive outcomes for these students. However, there is a need for further research to address current gaps and develop holistic approaches that effectively support and enhance parental involvement. By

reevaluating the concept of parental involvement and addressing its limitations and challenges, educators and policymakers can establish inclusive and successful early childhood education environments that fully meet the needs of students with special needs. This calls for a comprehensive approach that considers the unique circumstances and requirements of each student, as well as the diverse backgrounds and perspectives of parents. The findings of this chapter contribute to the growing body of knowledge on parental involvement in early childhood education and provide valuable insights for educational practitioners, policymakers, and researchers. It serves as a call to action for continued exploration and innovation in this area to ensure equitable and inclusive education for all students, including those with special needs. By recognizing the importance of collaborative efforts and actively involving parents in the educational process, we can create a supportive and enriching environment that maximizes the potential of students with special needs and fosters overall development and success.

Murrhiy, J. K. (2022) delves into the benefits of collaborative endeavors between parents and teachers in supporting students with special needs. The study specifically examines the implementation of the elementary social studies curriculum in alliance districts. Alliance districts are a group of high-need school districts in Connecticut, United States, that receive additional support and resources to enhance student outcomes. The primary objective of this study is to shed light on the ways in which collaboration between parents and teachers can enhance the educational experiences of students with special needs. This is achieved through an analysis of the strategies employed by these alliance districts. By focusing on the specific context of alliance districts, the research aims to provide valuable insights into effective practices that can be replicated and applied in similar educational

settings. The study contributes to the existing literature by offering evidence-based recommendations and practical strategies for promoting collaboration between parents and teachers to support students with special needs. Through a thorough examination of the strategies employed by alliance districts, the study seeks to identify key factors that contribute to successful implementation of the elementary social studies curriculum. The findings of this research have the potential to inform educational policies and practices, not only in alliance districts but also in other districts and educational systems aiming to improve outcomes for students with special needs. By highlighting the advantages of collaboration and analyzing effective strategies, the study advocates for the importance of fostering strong partnerships between parents and teachers to create inclusive and supportive learning environments for students with special needs.

The mesosystem is acknowledged in research as a crucial component in the promotion of critical thinking, civic engagement, and cultural sensitivity in students through social studies education. Nevertheless, the implementation of a successful social studies curriculum can present difficulties in alliance districts that cater to students with varying educational requirements. The research is centered on the identification of the tactics utilized by alliance districts to tackle these obstacles and guarantee the triumphant execution of the curriculum. Through comprehension of these behaviors, educational professionals, policymakers, and scholars can acquire significant perspectives on how the partnership between parents and teachers can have a positive impact on the academic achievements of students with special needs within the mesosystem. This study aims to gather data from administrators, instructors, and parents within alliance school districts to investigate the measures taken to facilitate the implementation of the curriculum. The results emphasize crucial measures, such as establishing all-encompassing and culturally sensitive learning settings, offering opportunities for

teacher professional development, and engaging parents as collaborators in the educational procedure. The aforementioned actions underscore the significance of parental and instructional collaboration in bolstering the academic progress of students with special needs within the mesosystem.

Despite the study's insightful findings, there are still some gaps that need to be filled. First, the analysis is limited to alliance districts in Connecticut, limiting the applicability of the findings to other contexts. Future research would benefit from investigating the experiences of parents and teachers in various regions and school districts in order to provide a more comprehensive comprehension of collaborative efforts to support students with special needs. In addition to highlighting the actions taken by alliance districts, the study does not delve into the specific outcomes and effects of these actions on student learning and achievement. Future research could investigate the efficacy of these collaborative efforts by analyzing student performance data and assessing the overall success of the social studies curriculum that has been implemented.

In conclusion, the study on the Elementary Social Studies Curriculum in Alliance Districts highlights the benefits of collaboration between parents and teachers in supporting students with special needs. The research emphasizes the importance of inclusive learning environments, professional development opportunities, and parental involvement as educational partners, as demonstrated by the actions taken in alliance districts to implement the curriculum effectively. However, further research is needed to evaluate the outcomes and impacts of these collaborative efforts and to explore the experiences of parents and teachers in diverse contexts. Addressing these gaps would enhance our understanding of effective strategies for supporting students with special needs through collaborative approaches. By considering the findings and recommendations of this study, educators and policymakers can work towards creating more inclusive and supportive learning

environments for students with special needs. Continued investigation and evaluation are necessary to ensure the ongoing improvement and refinement of collaborative practices in education. Ultimately, the goal is to optimize educational outcomes and promote the holistic development of students with special needs through effective collaboration between parents and teachers.

Key components for the development of school-based training programs to promote effective collaboration between parents and teachers of students with special needs

Foreign Studies

Haas, K., Carter, M., Stephenson, J., & Gibbs, V. (2022) examine the main components of school-based training programs that foster effective collaboration between parents and teachers. The study's background emphasizes the significance of collaborative efforts between parents and teachers in supporting the educational requirements of school-aged autistic students. According to previous research, robust collaboration between parents and teachers results in improved student outcomes, increased parental involvement, and enhanced communication among all stakeholders. However, there is a paucity of research examining the essential components of school-based training programs that promote effective collaboration between parents and teachers of students with special needs. This research seeks to address this gap by identifying and analyzing these crucial elements.

The study conducted by Haas, Carter, Stephenson, and Gibbs (2022) on the factors that promote successful collaboration between parents and teachers in school-based training programs is applicable to the mesosystem framework. The mesosystem is a construct that denotes the interrelatedness and interdependence of various systems. The present investigation pertains specifically to the collaborative partnership between parents and teachers in the context of training

programs that are based in schools. The mesosystem is acknowledged in the study as a crucial factor, wherein collaborative endeavors between parents and teachers are deemed essential in providing educational support for school-aged students with autism. Research has demonstrated that strong collaboration can have a positive impact on student achievement, foster greater parental engagement, and facilitate effective communication among all parties involved.

To investigate the study, the researchers employed a qualitative research methodology and interviewed parents, students, and instructors involved in a hybrid distance education program for school-aged autistic students. The study sought to comprehend the program's benefits and difficulties from the perspectives of all stakeholders. The findings cast light on several critical factors that contribute to effective collaboration, including clear communication channels, shared goals and expectations, regular feedback and progress monitoring, and opportunities for joint decision-making and problem-solving. The findings of this study have significant implications for the design of school-based training programs intended at fostering parent-teacher collaboration. The identified key components provide direction for designing interventions that cultivate a strong partnership between parents and teachers, resulting in enhanced support and outcomes for students with special needs. The study highlights the importance of establishing open lines of communication, establishing shared objectives, and involving parents and teachers in decision-making processes to foster a collaborative and inclusive educational environment.

However, it is important to acknowledge certain gaps in the current study. Firstly, the research was confined to a specific hybrid distance education program designed for autistic students, which limits the generalizability of the findings to other school-based training programs or different populations of students with special needs. Furthermore, the study predominantly relied on qualitative

data, and future research could enhance the comprehensiveness of the findings by incorporating quantitative measures to assess the effectiveness and impact of these key components. Moreover, the study did not extensively explore the perspectives of the students themselves, whose insights could provide valuable information on the benefits and challenges of collaborative efforts between parents and teachers. Additionally, the study did not address potential variations in the effectiveness of collaborative efforts based on different student characteristics or educational settings. Further investigation is needed to examine these factors and influence on the outcomes of collaborative initiatives. Additionally, the study did not consider the potential influence of cultural or contextual factors on the implementation and effectiveness of collaborative efforts. Future research should consider these factors to ensure a more comprehensive understanding of the subject matter. Lastly, the study did not explore potential barriers or challenges that may hinder successful collaboration between parents and teachers. A more in-depth exploration of these barriers could provide insights into strategies for overcoming them and optimizing collaborative practices.

In conclusion, the study by Haas, Carter, Stephenson, and Gibbs (2022) examines the essential components for the development of school-based training programs that foster effective collaboration between parents and teachers of students with special needs. The findings highlight the significance of explicit communication, shared objectives, regular feedback, and collaborative decision-making. By recognizing these elements, educational stakeholders can design interventions and training programs that improve collaboration and support the educational journey of students with special needs. However, additional research is required to generalize these findings to other contexts and populations and to incorporate the perspectives of students to obtain a more complete understanding of the benefits and difficulties of collaborative efforts between parents and teachers.

Wong, J., Coster, W. J., Cohn, E. S., & et al. (2021) objective of the study is to identify the key components for the development of school-based training programs that promote effective collaboration between parents and teachers of students with special needs, with a particular focus on transition-aged youth with autism spectrum disorder (ASD). The researchers acknowledge the significance of preparing these individuals for employment success, and the endeavor to identify school-based factors that contribute to such outcomes. This study addresses a significant gap in the literature, as there is limited research on the specific components of school-based training programs that support collaboration between parents and teachers in promoting employment success for individuals with autism spectrum disorder (ASD). The researcher's investigation on the essential components of school-based training programs that facilitate productive collaboration between teachers and parents in aiding transition-aged students who have autism spectrum disorder (ASD) in pursuit of employment is pertinent to the notion of the mesosystem. The mesosystem is a structure that pertains to the interconnections and interactions among various systems. In the context of this research, it specifically pertains to the collaborative relationship between parents and teachers within school-based training programs.

The research acknowledges the significance of cooperative efforts between parents and teachers in equipping individuals with autism spectrum disorder (ASD) for thriving employment outcomes during the transition from academic settings to professional environments. This underscores the necessity for comprehensive assistance and cooperation during this pivotal phase. The study illuminates the meso systemic factors that facilitate employment outcomes for adolescents with ASD by delineating the essential components of effective school-based training programs. The significance

of vocational training and work experience is also emphasized in the study as a crucial factor. Students with ASD should have the opportunity to acquire practical skills and hands-on experience through school-based training programs. Collaboration between parents and instructors is essential for identifying appropriate vocational opportunities and facilitating the necessary support and accommodations for a student's success in the workplace. This partnership helps bridge the divide between the skills acquired in the classroom and the needs of the labor market.

Additionally, the study highlights the importance of social skills training and peer support programs. In order to design and implement interventions that target the development of social skills, collaboration between parents and teachers is essential. Together, parents and teachers can identify the specific social challenges encountered by students with ASD and devise solutions. Peer support programs can also be implemented to promote social interaction and inclusion, enabling students to cultivate relationships and networks that can facilitate future employment opportunities. Despite the importance of the study's findings, there are gaps that require further investigation. One limitation is the absence of information regarding the specific training methods and strategies utilized by the identified school-based training programs. Future research should investigate the specific components and implementation strategies that contribute to effective parent-teacher collaboration. In addition, the study is limited to transition-aged youth with ASD, and additional research is required to determine the applicability of the identified important components in supporting individuals with other special needs.

In conclusion, the study by Wong et al. (2021) provides insights into the key components required for the development of effective school-based training programs that encourage collaboration between parents and teachers in promoting employment outcomes for transition-age adolescents with

ASD. The results emphasize the significance of person-centered planning, vocational training, social skill development, and peer support programs. The study contributes to the existing body of knowledge by casting light on the specific factors that enhance collaboration between parents and teachers in promoting employment success. There is a need for additional research into the implementation strategies and applicability of these components for individuals with various special requirements.

Ekornes, S., & Bele, I. V. (2022) conducted a study titled "Students Exhibit Internalizing or Externalizing Behavior--Perspectives from a Norwegian Context" published in the Scandinavian Journal of Educational Research. The aim of the study was to explore the perspectives of teachers in a Norwegian context regarding students' internalizing or externalizing behaviors and impact on collaboration between parents and teachers. By examining these perspectives, the study provides insights into the challenges and potential solutions for promoting effective collaboration between parents and teachers in addressing the needs of students with special needs.

The study conducted by Ekornes and Bele (2022) pertains to the mesosystem concept and its applicability in understanding the viewpoints of teachers concerning students' internalizing or externalizing behaviors and influence on the partnership between teachers and parents. The mesosystem is a construct that pertains to the interconnections and interactions between various systems. In the present investigation, it pertains to the collaborative association between teachers and parents within the educational milieu. The research acknowledges the importance of cooperation between teachers and parents in addressing the requirements of students with special needs who manifest internalizing or externalizing behaviors. The text elucidates the difficulties encountered by

teachers when engaging in joint efforts with parents in similar scenarios and examines plausible approaches to augment cooperation. The study offers insights into the meso systemic factors that impact successful collaboration between parents and teachers by examining the viewpoints of teachers in the educational setting.

The study highlights some key components for the development of school-based training programs to promote effective collaboration. These components include fostering a positive and supportive atmosphere, maintaining open and frequent communication, involving parents in decision-making processes, and providing adequate resources and support to both parents and teachers. These findings align with previous research emphasizing the importance of trust, communication, and shared responsibility in collaborative efforts. Incorporating these key components into school-based training programs can enhance the skills and knowledge of both parents and teachers, ultimately benefiting students with special needs who exhibit internalizing or externalizing behaviors.

However, there are certain gaps that should be addressed in the study. Firstly, the research does not delve into the specific strategies or interventions that can be implemented within school-based training programs to promote effective collaboration between parents and teachers. Future research should aim to develop and evaluate training programs that incorporate these key components and provide practical guidance for educators and parents. Additionally, it would be valuable to explore the long-term effects and outcomes of such training programs on students' academic, social, and emotional development. Understanding the sustained impact of collaborative efforts on students' overall well-being is crucial for informing educational practices and policies. Furthermore, the study does not consider potential barriers or challenges that may hinder effective collaboration between parents and

teachers within school-based training programs. Investigating these barriers and identifying strategies to overcome them would provide valuable insights into optimizing collaborative practices. Moreover, the study does not explore the perspectives and experiences of students themselves, which could offer valuable insights into needs, preferences, and the impact of collaborative efforts on educational journeys. Future research should incorporate the voices of students to gain a more comprehensive understanding of the benefits and challenges of collaborative approaches in school-based training programs.

In conclusion, the study by Ekornes and Bele (2022) provides valuable insights into teachers' perspectives on collaboration when students exhibit internalizing or externalizing behaviors in a Norwegian context. The study emphasizes the importance of addressing these behaviors in the collaborative efforts between parents and teachers. The identified key components for effective collaboration can serve as a foundation for the development of school-based training programs that enhance collaboration skills and support parents and teachers in working together more effectively. However, future research should consider incorporating parental perspectives and examining the applicability of these findings in diverse cultural and educational contexts to further strengthen understanding.

Nyberg, A., Ferm, U., & Bornman, J. (2021) study titled "School-Based Abuse Prevention Programs for Children with Disabilities: A Qualitative Study of Components and Methods" sheds light on the key components necessary for the development of such programs. The researchers explore the qualitative aspects of abuse prevention programs specifically designed for children with disabilities in school settings. The background of the study highlights the importance of addressing abuse prevention

among students with disabilities, as being vulnerable to various forms of abuse. The researchers emphasize the need for effective prevention programs that are tailored to the unique needs and challenges faced by this population. The study aims to identify the key components and methods employed in school-based abuse prevention programs, with a focus on understanding how collaboration between parents and teachers can enhance the effectiveness of these programs.

Nyberg, Ferm, and Bornman (2021) investigation on school-based abuse prevention programs for children with disabilities is pertinent to the notion of the mesosystem. The mesosystem pertains to the interconnections and interactions among various systems. In the present study, it specifically pertains to the collaborative relationship between parents and teachers in the educational context, with a focus on abuse prevention. The research highlights the significance of parental and teacher collaboration in tackling abuse prevention for children with disabilities. The recognition of the susceptibility of these students to diverse forms of maltreatment and the necessity for customized intervention initiatives that cater to distinct requirements and obstacles is acknowledged. The study endeavors to analyze abuse prevention programs from a qualitative perspective, with the objective of ascertaining the fundamental elements and techniques utilized in these programs. The research places particular emphasis on comprehending how the collaboration between parents and teachers augments the efficacy of the programs.

The key components identified in the study include effective communication and collaboration between parents and teachers, individualized support and accommodations, fostering a safe and inclusive school environment, and promoting self-advocacy and empowerment among students. These components are crucial for creating a comprehensive and holistic approach to abuse prevention. The study also highlights the importance of teacher training and professional development to enhance the

knowledge and skills in supporting students with disabilities and addressing abuse prevention. The findings of this study have implications for the development of school-based training programs that promote effective collaboration between parents and teachers of students with special needs. By identifying the key components necessary for abuse prevention programs, teachers and policymakers can design comprehensive training programs that address the specific needs and challenges faced by students with disabilities. Furthermore, the study emphasizes the importance of a collaborative approach, highlighting the need for ongoing communication and partnership between parents and teachers.

One notable gap in the existing literature is the limited research available on school-based abuse prevention programs that specifically target children with disabilities. Although there is extensive research on abuse prevention, there is a lack of specific focus on addressing the unique needs of students with special needs in this context. This highlights the need for further investigation and the development of comprehensive training programs that specifically address the challenges faced by these students. The study conducted by Nyberg et al. makes a valuable contribution by exploring the components and methodologies of abuse prevention programs tailored to children with disabilities. By addressing this gap, the study provides insights and guidance for educators, policymakers, and practitioners in developing effective strategies to safeguard the well-being of students with special needs in educational settings. Furthermore, this research also sheds light on the importance of considering the unique vulnerabilities and communication barriers that students with disabilities may face when designing abuse prevention programs. Future research should continue to investigate and evaluate the effectiveness of such programs, considering the diverse needs and experiences of students with disabilities. This will

help to bridge the existing gap in knowledge and ensure the development of evidence-based practices that promote the safety and well-being of all students in educational environments.

In conclusion, the study conducted by Nyberg et al. makes a valuable contribution to the field of school-based abuse prevention programs for children with disabilities. By emphasizing the significance of collaboration between parents and teachers, the study underscores the need for comprehensive training programs that address the specific needs of these students. The research fills a significant gap in the existing literature by focusing on the unique requirements of students with special needs in the context of abuse prevention. However, further research is needed to develop and evaluate training programs that promote effective collaboration and support the overall well-being of students with special needs. Additionally, future studies could explore the long-term effects and outcomes of such training programs, considering academic, social, and emotional development. By addressing these gaps, researchers, educators, and policymakers can work towards the development of evidence-based practices that ensure the safety and well-being of all students, particularly those with disabilities, in educational settings. This comprehensive approach will contribute to the establishment of inclusive and supportive environments that foster the holistic development and protection of students with special needs.

Locale Studies

Anaby, D. R., Campbell, W. N., Missiuna, C., Shaw, S. R., Bennett, S., Khan, S., Tremblay, S., Kalubi-Lukusa, J.-C., & Law, M. C. (2018) conducted a comprehensive scoping review of the literature in order to collect information on recommended practices for organizing and delivering school-based services for children with disabilities. The purpose of the study titled "Recommended practices to organize and deliver school-based services for children with disabilities: A scoping

review" is to investigate and identify the key components required for the development of school-based training programs that foster effective collaboration between the various stakeholders involved in providing services to children with disabilities.

The study conducted by Anaby et al. (2018) regarding optimal strategies for organizing and delivering educational services to children with disabilities is relevant to the mesosystem framework, which pertains to the interrelatedness and interplay between different systems. The present investigation focuses on the mesosystem, which refers to the cooperation and coordination among experts, parents, and other relevant parties who are responsible for delivering assistance to students with disabilities in the educational environment. The study underscores the significance of effective collaboration among professionals, parents, and stakeholders in providing comprehensive and exceptional support for students with disabilities in academic settings. The statement acknowledges the importance of collaborative efforts in effectively addressing the unique requirements and expectations of these children. Nonetheless, the research underscores the need for unambiguous instructions and recommended approaches to steer the implementation of educational initiatives in schools that promote productive collaboration. The scholars highlight the importance of efficient cooperation among experts, parents, and other relevant parties engaged in facilitating the education of children with disabilities within academic settings. The significance of collaboration is emphasized in guaranteeing the provision of comprehensive and superior services that cater to the needs of these children. The researchers acknowledge the necessity of accurate directives and suggested methodologies to guide the development of educational training initiatives within schools that promote successful collaboration.

One potential limitation of the current study is its narrow focus on specific disability categories and age groups of the children included in the scoping review, which may limit the generalizability of the findings to a broader population. Future research could explore these specific disability categories and age cohorts to provide more targeted recommendations for successful collaboration. Additionally, while the study provides a comprehensive overview of suggested methodologies, further investigation is needed to examine the implementation and effectiveness of these methodologies in diverse educational settings. This could involve conducting case studies or longitudinal research to assess the long-term impact of the recommended approaches. Moreover, the study could benefit from incorporating qualitative methods, such as interviews or focus groups, to gather in-depth insights into the experiences and perspectives of teachers, parents, and students involved in collaborative efforts. Additionally, exploring potential barriers and challenges to successful collaboration would provide a more comprehensive understanding of the complexities involved in fostering effective partnerships. Future research may also consider incorporating multiple stakeholders, such as school administrators and support staff, to gain a more holistic view of collaboration within educational contexts. Examining the cultural and contextual factors that influence collaboration in different settings would further enhance the applicability and relevance of the study's findings. Furthermore, investigating the impact of collaboration on various outcomes, such as academic achievement, social-emotional development, and student well-being, would provide a more comprehensive assessment of the benefits and limitations of collaborative efforts. Lastly, longitudinal studies that track the progress of collaborative initiatives over an extended period would allow for a more in-depth analysis of the sustainability and long-term effects of collaborative practices.

In conclusion, the study's findings significantly contribute to the existing knowledge by providing a comprehensive examination of best practices for organizing and delivering educational services to children with disabilities in a school setting. The identified components serve as a valuable resource for the development of training programs that foster effective collaboration among professionals, parents, and other stakeholders. By identifying and addressing gaps in current practices, this study offers practical insights that can be applied to enhance the organization and delivery of services for children with disabilities, ultimately leading to improved educational experiences and outcomes for students. The study's recommendations can inform policy development and decision-making processes in educational institutions, guiding the implementation of inclusive practices. Furthermore, the study highlights the importance of interdisciplinary collaboration and the involvement of all stakeholders in the education of children with disabilities. Future research could build upon these findings by examining the long-term impact of collaborative practices on students' academic, social, and emotional development. Additionally, exploring the perspectives and experiences of students, parents, and educators in diverse contexts would further enrich our understanding of effective collaboration. By continually refining and implementing evidence-based practices, we can strive towards more inclusive and equitable education for children with disabilities.

Rispoli, K. M., Mathes, N. E., & Malcolm, A. L. (2019) focuses on characterizing the parent role in school-based interventions for autism. The researchers conducted a systematic literature review to examine the key components necessary for the development of school-based training programs that promote effective collaboration between parents and teachers of students with special needs. This study is important because parental involvement is crucial in supporting the educational progress of students

with autism, and understanding the specific roles and responsibilities of parents in school-based interventions can enhance the effectiveness of these programs. The relevance of the mesosystem concept is significant in the study conducted by the researchers. The mesosystem denotes the interrelatedness and interplay among diverse systems, and within the ambit of this investigation, it pertains to the partnership between teachers and parents in scholastic interventions for learners diagnosed with autism. The researchers highlight the growing recognition of the importance of collaboration between parents and teachers in supporting students with special needs, particularly those with autism. The researchers emphasize the need for a comprehensive understanding of the parent role in school-based interventions, as parents play a critical role in supporting a child's learning and development.

The findings of the study reveal several key components for the development of effective school-based training programs. First, the researchers highlight the importance of providing parents with accurate and up-to-date information about autism and evidence-based interventions. This empowers parents to make informed decisions and actively participate in a child's educational journey. Second, effective communication and collaboration between parents and teachers are essential. Regular meetings, ongoing dialogue, and the exchange of information between parents and teachers facilitate a collaborative approach and promote a shared understanding of the child's needs and goals. Another key component identified is the need for parental involvement in the planning and implementation of interventions. Parents should be seen as equal partners in the decision-making process, and input should be valued and incorporated into the intervention plans. This ensures that the interventions are individualized and aligned with the child's specific needs. Additionally, the study emphasizes the importance of providing parents with training and support to enhance skills in implementing

intervention strategies at home. This includes equipping parents with strategies to promote generalization of skills learned in school to other settings, such as the home environment.

Although the study offers valuable insights, it is important to acknowledge the existence of certain gaps that warrant further investigation. One such gap is the absence of standardized guidelines or protocols for incorporating parental involvement in school-based interventions for autism. The study underscores the necessity for future research to develop clear and comprehensive guidelines that delineate the specific roles and responsibilities of parents and teachers in collaborative interventions. Additionally, there is a need for more empirical studies to assess the effectiveness of various approaches to parental involvement in school-based interventions and to identify the specific factors that contribute to successful collaboration. Examining the experiences and perspectives of parents, teachers, and other stakeholders would also provide a more comprehensive understanding of the challenges and facilitators of effective collaboration. Furthermore, exploring the long-term effects and sustainability of collaborative interventions would enhance our understanding of the impact on students' academic, social, and emotional development. Addressing these gaps will contribute to the advancement of evidence-based practices and policies that promote effective collaboration between parents and teachers in supporting children with autism in school settings.

In conclusion, the study by Rispoli, Mathes, and Malcolm (2019) sheds light on the key components necessary for the development of effective school-based training programs that promote collaboration between parents and teachers of students with autism. The findings emphasize the importance of providing parents with accurate information, promoting effective communication and collaboration, involving parents in decision-making, and providing training and support. The study contributes to the existing literature by providing valuable insights into the parent role in school-based

interventions and identifies areas for future research to further enhance collaboration between parents and teachers.

Raviv et al.'s (2022) study titled "Supporting School-Community Collaboration for the Implementation of a Multi-Tiered School Mental Health Program: The Behavioral Health Team Model" focuses on the development and implementation of a multi-tiered school mental health program called the Behavioral Health Team Model. Examining the efficacy of this paradigm in fostering collaboration between schools and communities to support students' mental health needs is the objective of this study. In order to provide comprehensive support for students with special needs, the researchers emphasize the significance of effective collaboration among various stakeholders, including instructors, parents, and mental health professionals. The mesosystem construct bears significant relevance to the investigation undertaken by Raviv et al. (2022). The mesosystem denotes the interrelatedness and interplay among diverse systems. In the present investigation, it pertains to the cooperation between educational institutions and communities in executing a multi-tiered mental health program for schools.

The study's context acknowledges the growing prevalence of mental health problems among school-aged children and the need for effective school-based interventions. However, there is a gap in the literature regarding the specific factors that contribute to successful school-community collaboration in the implementation of these programs. The researchers stress the importance of understanding these important components to design training programs that foster effective collaboration between parents, teachers, and other stakeholders. The Behavioral Health Team Model emphasizes the establishment of partnerships between schools and community mental health providers in order to improve the delivery of mental health services to students. The model employs a collaborative approach in which various

professionals collaborate to identify students' requirements, develop individualized plans, and implement interventions. It highlights the significance of communication, coordination, and shared decision-making among all stakeholders.

This research contributes to the existing body of knowledge by shedding light on the key elements required for successful collaboration between institutions and communities. These elements include clear channels of communication, regular meetings, shared aims and objectives, mutual respect, and efficient teamwork. The researchers emphasize the importance of training programs that improve professionals' collaborative problem-solving, conflict resolution, and communication skills. The study provides valuable guidance for the development and implementation of school-based training programs designed to promote collaboration between parents, instructors, and other stakeholders in supporting students with special needs by identifying these key components.

Despite the study's significant contributions, there are still gaps in the current body of knowledge. The emphasis on a specific model, the Behavioral Health Team Model, may limit the generalizability of the findings to other school-based programs. In addition, the study focuses predominantly on the perspectives of professionals involved in the collaboration process; it would be advantageous to include the perspectives of parents and students to gain a more complete understanding of experiences and needs. Future research should investigate the long-term effects of school-community collaboration programs on student outcomes, such as academic achievement, social-emotional growth, and overall well-being.

In conclusion, the study emphasizes the significance of effective collaboration between schools and communities in supporting the mental health needs of special needs students. The study's main components provide valuable insights for the development of school-based training programs that

encourage collaboration among parents, teachers, and other stakeholders. However, additional research is required to expand our understanding of effective collaboration strategies, incorporate the perspectives of parents and students, and evaluate the long-term effects of collaborative efforts on student outcomes. Researchers and practitioners can improve the development and implementation of collaborative programs that effectively support students with special needs by addressing these gaps.

Dillon, S., et al (2021) explores this very topic and provides valuable insights into the essential elements required for the development of such programs. The study's context highlights the difficulties and gaps in special education service delivery, emphasizing the need for interprofessional collaboration. The researchers explain that special education instructors, speech therapists, occupational therapists, and psychologists are frequently required to assist students with special needs. However, the traditional model of service delivery has fragmented, resulting in disjointed efforts and suboptimal student outcomes. This highlights the significance of developing collaborative approaches that bring together professionals from various fields to collaborate in a coordinated and cohesive manner. The concept of the mesosystem is highly relevant to the study conducted by Dillon et al. (2021). The mesosystem refers to the interconnections and interactions among various systems, and in the context of this study, it specifically pertains to the collaboration between professionals, parents, and teachers in the development and implementation of school-based training programs for students with special needs.

The study identifies several essential components for the creation of effective school-based training programs that foster collaboration. The establishment of a shared vision and common objectives among all stakeholders is highlighted as a key component. Creating a culture that values and prioritizes interdisciplinary collaboration and communication is required. The provision of professional

development opportunities that enhance the knowledge and abilities of instructors and other professionals to collaborate effectively with parents is another crucial element. This includes training in effective communication strategies, a comprehension of the specific needs of students with special needs, and the development of shared decision-making processes. In addition, the study of the significance of ongoing collaboration and communication between parents and teachers. This requires regular meetings, joint planning sessions, and consistent information and resource sharing. By fostering open lines of communication, parents and teachers can identify and address the unique requirements of each student, adapt instructional strategies, and provide the necessary support and interventions. In addition, the study emphasizes the importance of using technology and online platforms to facilitate collaboration, particularly in situations where face-to-face interactions may be limited.

Despite the study's insightful findings, there are a few areas that require further investigation. Firstly, while the study emphasizes the significance of interprofessional collaboration, it would be useful to delve deeper into the specific roles and responsibilities of each professional engaged in the collaboration process. Understanding how these responsibilities can be coordinated and integrated effectively within the school setting would provide implementation guidance. Furthermore, the study focuses predominantly on the collaboration between professionals and parents; however, it would be beneficial to examine the perspectives and experiences of students themselves. Participating in collaborative efforts as a student can increase the engagement and sense of ownership in each educational journey. Strategies for promoting student engagement and empowerment within collaborative frameworks could be the subject of additional research.

In conclusion, the study illuminates the key elements required for the development of school-based training programs that foster effective collaboration between parents and instructors in

supporting students with special needs. The study highlights the significance of a shared vision, professional development, ongoing communication, and the application of technology in fostering collaboration. However, additional research is required to investigate the specific roles and responsibilities of professionals as well as the incorporation of student perspectives. By addressing these gaps, teachers and policymakers can improve efforts to foster collaborative practices that have a positive effect on the academic and social development of students with special needs.

Huscroft-D'Angelo (2022) seeks to investigate the level of knowledge and resource accessibility among parents of children with special needs. The primary objective is to identify the existing gaps in parental engagement and highlight potential areas of improvement in school-based training programs. The study's background is based on the acknowledgment that parents have a crucial role in facilitating children's academic growth, particularly in the special education setting. Studies have indicated that parental involvement in a child's education is positively correlated with enhanced academic achievement, improved social-emotional health, and heightened self-advocacy abilities. However, parents of students with special needs may face difficulties in accessing resources and understanding the intricacies of special education services.

The concept of the mesosystem is highly relevant to the study conducted by Huscroft-D'Angelo et al. (2022). The mesosystem denotes the interdependent and interactive relationships among various systems. The present investigation pertains to the collaboration and connection that exists between parents and teachers in the creation and execution of school-based instructional interventions for children with disabilities. The objective of the research is to pinpoint the current deficiencies in parental understanding and access to resources, emphasizing opportunities for enhancing parental involvement.

The results underscore the significance of mitigating inequalities in resource and information availability, alongside the requirement for cultural awareness and tailored support to cater to the varied requirements of households. Through the identification and resolution of these disparities, educational programs situated within schools have the potential to cultivate synergistic relationships between parents and teachers, augment parental engagement, and establish a comprehensive and encouraging milieu for students with special needs.

The findings of this study can help foster the development of school-based training programs by determining areas where parents need support and resources. By recognizing the gaps in understanding and access to resources, administrators and teachers can design targeted interventions to enhance parental involvement. Training programs may prioritize the provision of extensive information regarding special education laws, IEP procedures, and support services that are accessible. To enhance resource accessibility, potential measures include the creation of easily navigable instructional materials, digital interfaces, and collaborative relationships with local organizations. Additionally, the research highlights the significance of cultural sensitivity and acknowledging the varying requirements of parents and learners with disabilities. To achieve successful collaboration between parents and teachers, it is imperative to acknowledge and appreciate cultural distinctions, linguistic obstacles, and differing degrees of familiarity with the educational structure. It is recommended that school-based training programs integrate culturally sensitive strategies that foster inclusivity and offer customized assistance to accommodate the distinctive requirements of diverse families.

One of the key gaps addressed by the current study is a lack of awareness and understanding among parents about the rights and services accessible to students with special needs. It is possible that a significant number of parents lack comprehensive knowledge regarding the IEP process, the

entitlements under IDEA, and the range of support services and accommodations that the children are eligible to receive. This lack of knowledge can hinder effective collaboration with teachers and limit the extent to which parents can advocate for the child's needs. Another gap emphasized in the study is the disparity in access to resources for parents of students with special needs. Having access to data, networks of support, and resources in the community can vary depending on factors such as geographical region, financial standing, and background culture. The unequal distribution of resources can exacerbate the marginalization of specific parental groups and impede the capacity to effectively participate in the children's educational pursuits. It is imperative for school-based training programs to effectively tackle these disparities and ensure equitable access to resources and information for all parents.

In conclusion, the findings of the research conducted by Huscroft-D'Angelo et al. (2022) provide insights into the level of knowledge and access to resources among parents of students with special needs. The study underscores the existing gaps in parental engagement in this area. The results underscore the necessity of implementing all-encompassing educational programs within schools that tackle these deficiencies and foster successful cooperation between teachers and parents. Through the examination and prioritization of key components, including knowledge enhancement, resource accessibility, cultural responsiveness, and equitable support, educational institutions can cultivate an inclusive and supportive milieu for students with special needs, thereby resulting in enhanced educational outcomes.

Geesa, R. L., et. al (2022) delves into the subject of enhancing partnerships in educational leadership and school counseling. The study presents a framework that outlines the essential elements

required for creating school-based training programs that promote productive collaboration between school principals and counselors. The research investigates the significance of establishing robust collaborations between teachers and special education professionals to augment the general school milieu and enhance the achievements of students with special needs. The study's background underscores the importance of collaborative endeavors between school principals and counselors in tackling the intricate requirements of students with special needs. The researchers highlight the increasing acknowledgement of the crucial function that school counselors fulfill in promoting the academic, social, emotional, and behavioral growth of students. Notwithstanding the potential advantages of collaborative efforts, there exist knowledge gaps regarding the precise elements that are required to create effective training programs that foster such collaboration. The present study endeavors to narrow down this gap by presenting a structured approach that delineates the fundamental components for equipping and encouraging principals and counselors to operate in a collaborative manner.

The relevance of the mesosystem concept is noteworthy in the research conducted by Geesa et al. (2022) pertaining to the augmentation of partnerships in educational leadership and school counseling. The mesosystem pertains to the interconnections and interactions among various systems. In the context of this study, it specifically refers to the collaboration and relationship between school principals and counselors in the development and implementation of school-based training programs. The objective of this research is to ascertain the fundamental components that are necessary for successful collaboration between principals and counselors. This study emphasizes the importance of a common vision, proficient communication tactics, clarification of responsibilities, opportunities for professional growth, and supportive structures within the organization. Through identification and resolution of these

fundamental components, training programs implemented within educational institutions can facilitate cooperation and furnish enhanced assistance to students who require special accommodations. This study makes a valuable contribution to the current corpus of knowledge by providing a pragmatic guide and structure for principals and counselors to engage in collaborative operations.

The study has identified several key components that are crucial for effective collaboration between principals and counselors. These components include the establishment of a shared vision and goals, implementation of effective communication strategies, clarification of roles, provision of professional development opportunities, and the creation of supportive organizational structures. The significance of aligning the vision and goals of professionals to establish a unified approach towards student support is underscored by the researchers. Effective collaboration is contingent upon the establishment of clear and open communication channels, alongside the clarification of roles to delineate each professional's responsibilities and areas of expertise. The acquisition of skills and knowledge pertaining to collaboration is crucial for professional development, with supportive organizational structures serving as facilitators for effective teamwork.

While the study's findings are significant, it is crucial to acknowledge certain gaps that require further consideration. One such gap pertains to the limited focus on a specific context, necessitating additional research to ascertain the generalizability of the results to other educational settings. Moreover, relying on self-reported measures in the study introduces the possibility of response bias among participants. Future investigations could employ diverse research methodologies and include a larger sample size to enhance the validity and reliability of the findings. Additionally, considering the perspectives and experiences of other stakeholders, such as administrators and students, would provide a more comprehensive understanding of the phenomenon under study. Furthermore, exploring potential

moderators or mediators of the identified relationships would deepen our understanding of the underlying mechanisms. Addressing these gaps will contribute to a more robust and nuanced understanding of the topic and inform the development of evidence-based practices and policies in the field.

In conclusion, the findings of Geesa et al.'s (2022) study offer significant contributions to the advancement of school-based training initiatives that facilitate cooperation between school administrators and counselors. The study highlights the significance of establishing a common vision, proficient communication tactics, clearly defined responsibilities, opportunities for professional growth, and supportive structures within the organization. The integration of certain fundamental elements is known to facilitate effective collaboration, thereby augmenting the educational experiences and outcomes of students with special needs. The study provides noteworthy contributions to the discipline; however, additional research is required to authenticate and broaden these results in varied educational contexts. Through the identification and implementation of the components, educational leaders and counselors can establish a collaborative milieu that optimizes assistance for students with disabilities and fosters comprehensive achievement.

Kocher, E. (2022) conducted a study entitled "SUCCEED" and "SCOPE" which examines transition programs that have been developed for students with intellectual and developmental disabilities (IDD) and parents. The process of transitioning from school to adulthood can pose unique challenges for individuals with intellectual and developmental disabilities (IDD). To ensure a successful and seamless transition, it is imperative that parents and teachers engage in effective collaboration. The present study aims to investigate the efficacy of two distinct transition programs, namely "SUCCEED"

and "SCOPE," with a particular focus on the fundamental elements in fostering cooperation between teachers and parents.

The study conducted by Kocher (2022) on transition programs for students with intellectual and developmental disabilities (IDD) and parents is pertinent to the notion of the mesosystem. The mesosystem pertains to the interplay and associations among distinct microsystems, such as the educational and domestic milieu. The present investigation centers on the partnership between instructors and guardians, a pivotal component of effective transitional initiatives. The mesosystem perspective acknowledges that effective transitions necessitate harmonization and collaboration among diverse stakeholders, such as parents and teachers. The objective of the research is to examine the basic components that promote cooperation between the two microsystems, emphasizing the importance of proficient communication, common objectives, and reciprocal assistance. The study makes a contribution to the improvement of transition programs for students with IDD by examining and improving the interactions between parents and teachers within the mesosystem.

The study's background emphasizes the significance of transition programs for students with intellectual and developmental disabilities (IDD). The statement recognizes that effective transitions necessitate the cooperation and synchronization of diverse stakeholders, such as parents, teachers, and service providers. Nonetheless, there exists a deficiency in comprehending the precise components indispensable for effective collaboration within said programs. The current body of literature offers restricted understanding regarding the fundamental elements that enable cooperation between teachers and parents within the framework of transitional initiatives for students with intellectual and developmental disabilities (IDD). The "SUCCEED" and "SCOPE" programs have been recognized as two potentially effective interventions that seek to provide assistance to students with intellectual and

developmental disabilities (IDD) and parents navigating the transition process. The programs in question have a primary objective of equipping parents with the requisite knowledge, abilities, and materials to effectively engage in child's transition planning, thereby enhancing the sense of empowerment. The programs prioritize the significance of parent-teacher collaboration to cultivate a mutually beneficial partnership that enhances the student's achievements across multiple domains, such as academic, vocational, and social-emotional.

The present investigation endeavors to address the existing research gap by examining the fundamental elements of the "SUCCEED" and "SCOPE" initiatives that promote cooperation between teachers and parents. Utilizing a qualitative research methodology, the investigation explores the viewpoints and encounters of parents, teachers, and program coordinators. The aim of this study is to identify the precise strategies, practices, and supports that are implemented within these programs and that contribute to successful collaboration. Through the examination of data obtained from interviews, observations, and program documents, the present study endeavors to offer valuable insights into the fundamental components that can be integrated into school-based training programs with the objective of fostering effective collaboration between parents and teachers of students with special needs. The results of this study will enhance the current understanding of transition programs designed for students with intellectual and developmental disabilities (IDD). Additionally, this research will offer useful guidance for teachers, policymakers, and researchers who are interested in creating and executing comparable initiatives.

The study highlights various gaps in the current research on this topic. Initially, a deficiency in comprehension exists concerning the precise components that facilitate effective collaboration between instructors and guardians within said programs. The existing body of literature provides restricted

perspectives on the essential elements required for achieving effective collaboration. Moreover, a deficiency in research exists regarding transition programs tailored for students with intellectual and developmental disabilities (IDD), underscoring the necessity for additional exploration in this domain. While the importance of these initiatives is acknowledged, there exists a dearth of comprehensive understanding regarding the fundamental components that facilitate cooperation between teachers and parents. Thirdly, there exists a restricted comprehension regarding the tactics, methodologies, and assistance that facilitate effective collaboration among teachers and parents in programs that involve transitioning. The objective of the research is to address the existing gap by analyzing the specific components inherent in the "SUCCEED" and "SCOPE" initiatives and influence collaborative efforts. Finally, it is imperative to ascertain empirically supported methodologies that can augment cooperation and achievements for pupils with intellectual and developmental disabilities (IDD). The research underscores the significance of said practices and endeavors to furnish valuable perspectives and direction for teachers, policymakers, and researchers who are keen on formulating analogous endeavors. Through the identification and resolution of these gaps, the study has the potential to enhance the comprehension of the fundamental components that are necessary for successful collaboration in transition initiatives, ultimately resulting in enhanced achievements for individuals with intellectual and developmental disabilities.

In conclusion, the findings of Kocher's (2022) study highlight the significance of proficient cooperation between parents and teachers in transition initiatives designed for students who have intellectual and developmental disabilities (IDD). This study investigates the efficacy of two distinct initiatives, namely "SUCCEED" and "SCOPE," with the aim of identifying the key components that facilitate fruitful collaboration. This research endeavor endeavors to address a notable gap in the

literature by examining the tactics, methodologies, and resources employed in these initiatives, as well as influence on the partnership between teachers and parents. The results of this investigation possess the capability to provide guidance for the development and enhancement of educational programs implemented in schools, which strive to augment cooperation and facilitate successful transitions for students who require special assistance. This study makes a valuable contribution to the field of special education by identifying evidence-based practices. The findings offer guidance to teachers, policymakers, and researchers who are involved in the development and implementation of similar initiatives.

Synthesis

Based on a thorough examination of the existing literature, it is apparent that collaboration between teachers and parents is crucial in helping students with special needs within the mesosystem. The literature examined in this review pertains to the research inquiries and provides insight into the characteristics of collaboration, the barriers encountered by teachers and parents, the advantages of collaborative endeavors, and the essential elements required for successful collaboration within school-based training programs.

Regarding the collaborative nature of supporting students with special needs, research suggests that it is primarily characterized by bidirectional involvement, wherein both teachers and parents play an active role in contributing to the students' assistance. Collaboration is distinguished by the distribution of responsibilities among participants, transparent communication, and the establishment of common objectives. While certain studies underscore the significance of establishing a collaborative partnership where parents and teachers have equitable input, others recognize that power dynamics may impact the

process of collaboration. However, it is widely agreed upon that the collaboration between parents and teachers ought to be characterized by fairness and founded upon reciprocal respect and comprehension.

However, the previously mentioned studies highlight numerous barriers that hinder effective collaboration. Communication-related challenges, such as variances in communication approaches or linguistic hindrances, are commonly mentioned by individuals. Collaborative efforts may face obstacles due to differences in expected results, limited time, and constrained resources. To address these challenges, it is crucial to develop clear and explicit communication strategies that incorporate a variety of communication channels and culturally sensitive approaches to facilitate effective communication between parents and teachers.

Despite challenges, the cooperation between teachers and guardians offers numerous benefits. The available empirical data consistently demonstrate that collaborative learning exerts a favorable impact on the academic performance of students. Research has demonstrated that successful cooperation between teachers and parents can lead to positive outcomes such as enhanced academic achievement, improved social and emotional growth, and heightened self-advocacy abilities for students with disabilities. Collaboration has been found to lead to increased levels of parental involvement and engagement, as well as enhanced job satisfaction among teachers. Moreover, collaborative efforts promote a sense of communal responsibility and joint decision-making, resulting in a more comprehensive and interconnected system of support for students.

Scholarly literature indicates that to promote effective collaboration between instructors and parents, it is recommended to integrate specific fundamental components into the structure of school-centered training programs. The implementation of efficient communication approaches such as regular meetings, emails, and digital platforms is crucial in fostering collaborative efforts. The

attainment of congruity in endeavors and the guarantee of a unified approach necessitate the establishment of mutual objectives and shared anticipations. The incorporation of crucial elements such as promoting parental involvement in decision-making processes, providing opportunities for professional development to teachers to improve collaboration and engagement with parents, and allocating resources to facilitate communication and collaboration is imperative.

The present body of research provides significant insights into the partnership between teachers and parents in supporting students with special needs. Nonetheless, a conspicuous lacuna in research exists concerning the mesosystem in the context of the United States. Further investigation is necessary to evaluate the effectiveness of cooperative endeavors within this specific framework. The outcomes of the examined research provide a significant contribution to the understanding of the hindrances, benefits, and fundamental components necessary to foster effective collaboration within the mesosystem.

CHAPTER 3: METHODOLOGY

This chapter discusses the methods and research design that were employed for this phenomenological research study. The chapter will also explain the procedures for selecting research subjects, gathering data, and conducting data analysis.

Numerous researchers examined parental involvement with traditional students in a regular setting in the research studies used to inform this study (Heflin and Simpson, 2018; Hill & Jitendra, Johns, and Li, 2020; Lei and Zhao's, 2019); however, research on parental and teacher involvement with students with special needs was scarce (Gallager, 2019). This phenomenological study sought to understand the relationships between parents and teachers, the difficulties both have while collaborating, and the essential elements of a school-based training program on parental participation and how it influences students' academic progress. In order to investigate this phenomenon, this study employed a phenomenological research approach.

In addition to using the phenomenological research design, the researcher used the Bronfenbrenner's (2018) mesosystem framework with collaboration between parents and teachers as the theoretical framework to help guide this study. This framework assisted the researcher with

defining the phenomenon of parents and teachers' collaboration. Bronfenbrenner's mesosystem framework emphasizes the interconnectedness of the various microsystems in a person's life, including the collaboration between parents and teachers in the context of education. Understanding and encouraging successful parent-teacher collaboration is essential for improving student academic success because it promotes communication, shared responsibility, and assistance that is specifically customized to each student's requirements. Teachers and parents can work together to establish a supportive and conducive learning environment for students by acknowledging the importance of the mesosystem and encouraging constructive teamwork.

Research Design

The study's research design utilizes a phenomenological approach, with a focus on hermeneutic phenomenology. The aim is to examine the prevalent nature of collaboration between parents and teachers in efforts to assist students with special needs. The selection of phenomenology as the research methodology is substantiated by the scholarly work of Larsen and Adu (2021) titled "The theoretical framework in phenomenological research: Development and Application." The study highlights the appropriateness of phenomenology as a means of comprehending subjective experiences and viewpoints. The present study employs a research design that builds upon prior research conducted by Chen (2019) and Lohrmann et al. (2020) to ensure a thorough investigation of the phenomenon being studied.

The selected methodology for this study is hermeneutic phenomenology, which involves the utilization of fundamental concepts such as epoché, reduction, and variation imagination. The utilization of epoché enables a researcher to adopt an impartial and unprejudiced methodology by temporarily setting aside any pre-existing beliefs or biases (Fuster, 2019). The process of reduction

entails the identification of recurrent themes and crucial characteristics in the data, which ultimately results in a more profound comprehension of the partnership between parents and teachers (Cash, 2021). According to Fuster Guillen (2019), the ability to imagine variations allows for the examination of multiple perspectives and potential outcomes, which can aid in developing a thorough understanding of the collaborative dynamics at play. The application of hermeneutic phenomenology in this research facilitates a thorough examination of the partnership between teachers and parents in assisting students with disabilities. According to Leigh-Osroosh (2021), the utilization of this technique allows researchers to gain insight into the subjective experiences and perspectives of study participants. The utilization of epoché, reduction, and variation imagination as methodological components offers a rigorous framework for the examination of research inquiries.

The utilization of key concepts such as epoché, reduction, and variation imagination can be effective in addressing research questions when employing the hermeneutic phenomenology approach.

The collaboration between parents and teachers in supporting students with special needs demonstrates a dominant nature, either unidirectional or bidirectional. Hermeneutic phenomenology was selected as the study methodology to examine the collaboration between parents and teachers in supporting students with special needs due to its ability to facilitate a comprehensive analysis of subjective experiences and perspectives. This approach allows researchers to gain a deeper understanding of the meaning and interpretation of phenomena as perceived by the participants (Leigh-Osroosh, 2021). By employing hermeneutic phenomenology, the study aims to explore the rich and nuanced insights of parents and teachers involved in collaborative efforts to support students with special needs. This methodology offers a valuable framework for uncovering the underlying meanings and interpretations that shape the collaborative dynamics in this context. Through this approach, the

study seeks to provide a holistic understanding of the experiences, challenges, and potential benefits associated with parent-teacher collaboration in supporting students with special needs. The use of epoché in hermeneutic phenomenology is significant since it requires the suspension of preconceived beliefs and biases to approach the research with an open and unbiased attitude. Epoché helps researchers to separate one's preconceptions and judgments from the participants' experiences, allowing for a more objective evaluation of experiences (Fuster, 2019). Another important feature of hermeneutic phenomenology is the reduction process. It entails studying and detecting repeating themes and essential features in the data. Reduction assists researchers in uncovering the underlying structures and meanings within the experiences reported by parents and teachers, resulting in more complete knowledge of the subject under consideration (Cash, 2021). Variation imagination is a key notion in hermeneutic phenomenology because it allows researchers to investigate a wide range of views and possibilities. It entails analyzing several interpretations and options to acquire a thorough understanding of the phenomenon. Researchers can agape prematurely settle on a single explanation by using variation imagining (Fuster Guillen, 2019). These hermeneutic phenomenological methodological components, such as epoché, reduction, and variation imagination, are critical for conducting a thorough investigation of the relationship between parents and teachers in supporting students with special needs. Allow the researcher to unearth the rich subjective experiences and viewpoints of the participants, resulting in a better understanding of the collaboration's dominating nature.

The challenges faced by parents and teachers in collaborating with each other to support students with special needs. The present study will employ hermeneutic phenomenology as a methodology to comprehensively comprehend the obstacles encountered by parents and teachers in

joint endeavors (Leigh-Osroosh, 2021). The utilization of Epoche will be implemented to approach the research in an objective manner, allowing for an impartial examination of the difficulties faced by the participants (Fuster, 2019). The present study aims to identify recurring themes and key challenges encountered by parents and teachers in collaborative efforts, utilizing the method of reduction as outlined by (Cash, 2021). The utilization of variation imagination will be employed to comprehensively examine various contextual factors and perspectives to gain a better understanding of the challenges associated with collaboration (Fuster Guillen, 2019).

The potential benefits of collaborative efforts between parents and teachers in supporting students with special needs. The present study will employ hermeneutic phenomenology to examine the lived experiences and viewpoints of parents and teachers concerning the advantages of collaboration, as suggested by (Leigh-Osroosh, 2021). The application of Epoche will be utilized in this research to facilitate an open-minded approach, thereby enabling an impartial interpretation of the experiences of the participants (Fuster, 2019). The present study aims to identify recurring themes and key benefits reported by parents and teachers in the collaborative efforts through reduction, following the methodology proposed by (Cash, 2021). The utilization of variation imagination will be implemented to explore a multitude of viewpoints and potential outcomes in comprehending the various advantages obtained from collaborative efforts (Fuster Guillen, 2019).

Seeks to identify the essential elements that must be integrated into the development of school-based training programs aimed at fostering successful collaboration between parents and teachers in the provision of support to students with special needs. The study will utilize hermeneutic phenomenology as a methodology to investigate the viewpoints and real-life encounters of teachers and parents concerning the effectiveness of training programs and collaborative efforts

(Leigh-Osroosh, 2021). The research will employ the use of Epoche to adopt an open-minded approach and set aside any preconceived notions, thereby facilitating an impartial investigation of the participants' experiences (Fuster, 2019). The present study aims to identify the recurring themes and key components that contribute to effective collaboration in supporting students with special needs. This will be achieved through the process of reduction, as proposed by (Cash, 2021). The application of variation imagination will be utilized to explore a multitude of perspectives and potentialities in comprehending the assortment of elements that must be incorporated in instructional regimens (Fuster Guillen, 2019).

Data trustworthiness in this study is approached similarly to reliability and validity in quantitative research. To ensure validity and reliability, two independent coders who are experts in phenomenological research will be involved in the analysis process. The researcher will engage in inter-coder discussions and consensus to establish agreement on the identified themes (Braun & Clarke, 2019). Ethical considerations, such as obtaining informed consent, ensuring confidentiality and anonymity, and reporting findings with direct quotes and vivid descriptions while maintaining participants' privacy, are carefully addressed throughout the research process. The implications of the research findings for educational practitioners and policymakers are thoroughly discussed, emphasizing potential insights that can inform and improve educational practices and policies.

Context and Participants

The present study aims to provide an in-depth analysis of the context and participants involved in the research. The study will focus on the specific characteristics and demographics of the participants, as well as the environmental and social factors that may have influenced behavior. The

data will be collected through various methods, including surveys, interviews, and observations, and will be analyzed using both quantitative and qualitative techniques. The findings of this study will contribute to a better understanding of the context and participants involved in the research and may have implications for future research in this area.

Research Context: Research Context: This study examines the collaboration between parents and teachers of students with special needs within the mesosystem, with a specific focus on Chester Senior High School in grades 9-12. The aim is to investigate how this context influences parental participation by exploring the experiences and perspectives within the mesosystem. Conducting the study at Chester Senior High School offers several advantages. Firstly, selecting Chester Senior High School as the research site is particularly relevant because the primary researcher is currently teaching at this school. This insider perspective allows for a deeper understanding of the school's dynamics, culture, and the collaborative efforts between parents and teachers. The researcher's familiarity with the context provides valuable insights and enhances the trust and rapport established with the participants, leading to more authentic and nuanced data collection (Creswell, 2013). Additionally, being actively involved in the school setting enables the researcher to navigate potential challenges related to access, recruitment, and data collection more effectively. By conducting the study in a familiar educational context like Chester Senior High School, the research can benefit from the researcher's knowledge and expertise, contributing to the validity and richness of the findings (Chen, 2019).

Participants: The research will utilize purposive sampling as a technique for participant selection, aligning with the research objectives. The subsequent criteria are the inclusion standards for parental participants. The present investigation will employ the following inclusion criteria: The

inclusion criteria for this study are: (1) having a child with special needs who is currently enrolled in Chester Senior High School, (2) having had interactions with teachers at the school, and (3) expressing a willingness to participate in the study. The inclusion criteria for teachers in this study are as follows: (1) currently employed as teachers of students with special needs at Chester Senior High School, (2) having had prior interactions with parents of the students, and (3) expressing a voluntary interest in participating in the research. The proposed research will entail the enlistment of a sample of 5 parents and 5 teachers to acquire a thorough comprehension of parental involvement within the educational setting being examined, as previously explored by Chen (2019) and Lohrmann et al. (2020).

Rationale for Sample Size: The determination of sample size in qualitative research, particularly in hermeneutic phenomenological studies, is grounded on the necessity to carry out a comprehensive exploration of the participants' experiences and perceptions. This is the rationale for justifying the sample size. Frequently, this leads to a reduced sample size. Through the utilization of in-depth interviews and analytical techniques, the researcher can reveal the distinct viewpoints and interpretations assigned to the act of collaboration between parents and teachers of students with special needs at Chester Senior High School. The utilization of this approach allows for a comprehensive and intricate comprehension of the phenomenon being examined, as stated by Creswell (2013) and Moustakas (1994).

Significance: The present study is significant because it involves a careful selection of participants and a specific educational context, namely Chester Senior High School in grades 9-12. This approach ensures that the research design is well-aligned with the study's problem and purpose. The objective of this study is to investigate the extent of parental involvement in the mesosystem and to offer valuable insights that can guide interventions and strategies aimed at improving cooperation

between teachers and parents of special needs students in this specific context. The objective of this study is to improve collaborative efforts in the educational system to support students with special needs. This will be achieved by gaining a deeper understanding of the experiences and perspectives of both parents and teachers, as previously explored by Chen (2019) and Lohrmann et al. (2020).

Research Instrument

In this study, a semi-structured interview guide was utilized as the research instrument. This approach offers the advantage of adaptability and thorough examination of participants' viewpoints and experiences, while ensuring uniformity in the interview process (Fontana & Frey, 2005). The research methodology employed in this study involved the use of an interview guide consisting of open-ended questions and prompts that were specifically tailored to elicit detailed and comprehensive responses from both teachers and parents about collaboration in the education of students with special needs. This approach is consistent with the recommendations of Braun and Clarke (2019) and Fontana and Frey (2005) who advocate for the use of such tools in qualitative research.

To establish the credibility and consistency of the research tool, a validation procedure will be implemented, which will involve the participation of three professionals who are experts in the areas of special education or parental involvement, as suggested by Tong, Sainsbury, and Craig (2018). The individuals in question exhibit a significant degree of expertise and practical familiarity in the field of researching and collaborating with teachers and parents of students with special needs. The interview guide will undergo a thorough review process to ensure its clarity, relevance, and appropriateness to the research questions and objectives. The input of experts in the field is crucial in evaluating the effectiveness of research instruments in capturing the experiences and perspectives of participants. As

noted by Guest, Namey, and Mitchell (2021) and Tong et al. (2018), the feedback, suggestions, and recommendations provided by these experts can inform any necessary revisions or improvements to enhance the instrument's validity and reliability.

The input received from the specialists will be considered, and modifications to the interview protocol will be implemented accordingly. The validation process is a crucial step in ensuring the credibility and rigor of the study. It involves aligning the research instrument with the research objectives and ensuring that it effectively captures the intended information from the participants. This was noted by Morse in 2015. The involvement of experts in the field enhances the research instrument by leveraging insights and expertise. This leads to a more resilient and dependable tool for data collection in the investigation of parental and teacher collaboration in the education of students with special needs within the mesosystem, as per Creswell (2013).

The instrument utilized in this study consists of six primary inquiries that encompass diverse facets of collaborative efforts. The initial investigation seeks to establish a mutual comprehension of collaboration by requesting participants to articulate their own interpretation of the term. The subsequent inquiries aim to explore the personal experiences and interactions of the participants in the context of collaboration. The participants are encouraged to reflect on each experience and provide specific examples to support viewpoints, as suggested by Denzin and Lincoln (2018).

The utilization of this approach facilitates a more comprehensive investigation into the intricacies and subtleties of collaborative processes. The instrument is designed to tackle the difficulties that participants encounter when working with parents and teachers. It aims to identify and comprehend the obstacles that hinder effective collaboration. The participants are requested to engage in

introspection regarding the effects of these obstacles, thereby furnishing significant perspectives into personal encounters (Charmaz, 2014).

Additionally, the utilized tool records the advantageous results and favorable consequences of successful cooperation, wherein the respondents are motivated to express viewpoints and furnish instances that underscore the benefits of collaboration in aiding students with special needs. The research instrument culminates with an investigation that centers on the essential components that respondents deem necessary for the establishment of school-based instructional schemes that foster effective collaboration. The objective of this investigation is to collect input from participants regarding proposals and ideas for improving collaborative methodologies, as outlined by Braun and Clarke (2019).

The instrument utilized in this study has been intentionally crafted to possess a high degree of flexibility and adaptability, allowing for seamless adjustments to be made in response to the unique characteristics of the participants' respective contexts. As per Fontana and Frey (2005), supplementary probes or follow-up questions can be employed during interviews or focus group discussions to delve deeper into participants' responses and acquire more profound understanding viewpoints.

The flexibility of the approach utilized in this study enables the acquisition of a comprehensive set of qualitative data, which in turn facilitates a thorough comprehension of the collaborative dynamics between parents and teachers of students with special needs. According to Creswell (2013), the utilization of the instrument allows for the sharing of distinct experiences and perspectives among individuals, which can aid in the creation of effective strategies and initiatives aimed at enhancing collaboration within the mesosystem.

Data Gathering Procedure

The data gathering procedure in this study involves conducting semi-structured interviews with parents and teachers who have experience collaborating in the education of students with special needs. The following steps outline the procedure:

Eligibility Criteria: Participant selection will be determined by predetermined eligibility criteria. The eligibility criteria for parents in this study entail having a child with special needs who is currently enrolled in a school, having prior interactions with teachers at the child's school, and demonstrating a willingness to partake in the research. The eligibility criteria for teachers in this study involve three factors: currently teaching students with special needs, prior interactions with parents of the students, and expressing a willingness to participate (Johnson, 2019; Palinkas et al., 2018).

Sampling Technique: Purposive sampling will be employed to recruit participants who meet the eligibility criteria. This sampling technique ensures that participants have the relevant experiences and perspectives necessary for the study. The researcher will actively seek out and select participants who can provide rich and diverse insights into collaboration within the mesosystem (Patton, 2018).

Interview Process: The interviews will be conducted in a private and comfortable setting, allowing participants to feel at ease and open up about each experience. The interviews will be audio-recorded with the participants' consent to ensure accurate data capture. The interviews will be conducted in the English language to maintain consistency and facilitate understanding (Rubin & Rubin, 2022).

Transcription: The audio recordings of the interviews will be transcribed verbatim, capturing the participants' responses and non-verbal cues. Transcription allows for detailed analysis and enables the identification of patterns and themes in the data (Elliott & Timulak, 2018).

Intercoder Validation: To improve the credibility and dependability of the data analysis procedure, this study will involve the participation of two highly skilled intercoder who possess significant expertise in the field of qualitative research. This approach, known as intercoder validation, is intended to ensure the accuracy and consistency of the findings. The intercoder possesses educational expertise and specialized knowledge in the domain of special needs education. The individual in question exhibits a high level of proficiency in qualitative data analysis methodologies and has previously undertaken comparable research endeavors (Braun & Clarke, 2019).

The selection of intercoder was based on the expertise and comprehension of the research topic, which guarantees the capacity to precisely interpret and analyze the data. The individual exhibits a proficient mastery of the research methodologies implemented in the study and possesses a comprehensive understanding of the coding schemes and analytical frameworks utilized in qualitative research. The intercoder has received extensive training in qualitative data analysis, which has equipped the intercoder with the necessary skills to proficiently identify codes, themes, and patterns present within the data. The individual in question exhibits a profound comprehension of the intricacies and intricacies that are linked to parental participation and cooperation in the academic instruction of students with special needs (Braun & Clarke, 2019).

Intercoder will discuss inconsistencies and seek consensus during coding and analysis. Experts will help resolve interpretation conflicts. This ensures that the data's codes, themes, and patterns match participants' experiences and perspectives. Expert intercoder with the background of special needs education and qualitative research ensure data analysis validity and reliability in the study. The expert intercoder contributions should improve the study's quality and credibility (Braun & Clarke, 2019).

Coding and Theme Development: The data from the interviews will be systematically analyzed using qualitative data analysis software or manual coding techniques. The intercoder' input will contribute to the coding process, ensuring that the data is accurately categorized and organized. Themes and patterns will be identified based on recurring concepts and ideas in the data, allowing for a comprehensive exploration of the participants' experiences and perspectives (Saldaña, 2016).

By following this data gathering procedure, the study aims to collect rich and detailed insights into the collaboration between parents and teachers of students with special needs within the mesosystem. The use of semi-structured interviews and intercoder validation enhances the validity and reliability of the data, leading to a comprehensive analysis and interpretation of the participants' experiences.

Data Analysis

The data analysis in this study will employ a hermeneutic phenomenological approach to explore the lived experiences and subjective meanings of participants. This approach aims to uncover the deep understanding and interpretation of the phenomena under investigation. The following steps outline the data analysis procedure:

Familiarization: The researchers will immerse themselves in the data by repeatedly reading and listening to the transcribed interviews. This process helps develop a holistic understanding of the participants' experiences and allows the researchers to identify significant moments, descriptions, and insights (van Manen, 2014; Creswell, 2013).

Bracketing of Preconceptions: The researchers will engage in bracketing, a process where setting aside preconceived notions, biases, and assumptions about the phenomenon being studied. This

step is crucial to ensure that the analysis remains focused on the participants' perspectives rather than the researchers' preconceptions (Finlay, 2018; van Manen, 2014).

Extraction of Meaning Units: The researchers will extract meaningful units from the data. These units are passages or segments that contain essential aspects of the participants' experiences and reflections. The researchers will carefully select and analyze these units to capture the essence of the phenomenon (van Manen, 2014; Finlay, 2018).

Identification of Themes: The researchers will identify themes that emerge from the meaning units. Themes represent patterns of meaning and commonalities across participants' experiences. Through a process of reflection and interpretation, the researchers will assign labels or codes to these themes, capturing the essence of the participants' experiences (van Manen, 2014; Finlay, 2018).

Interpretation and Contextualization: The researchers will engage in a hermeneutic process of interpretation, seeking to understand the deeper meaning and context behind the identified themes. Researchers will draw upon understanding, existing theories, and relevant literature to shed light on the participants' experiences. The aim is to gain a rich understanding of the lived experiences within the specific context (Creswell, 2013; van Manen, 2014).

Reflexivity and Coherence: The researchers will engage in reflective discussions, considering own's biases and perspectives throughout the analysis process. Researchers will strive for coherence and consistency in the interpretation and presentation of the findings, ensuring that the analysis accurately reflects the participants' experiences (Finlay, 2018; Creswell, 2013).

By employing a hermeneutic phenomenological approach, this data analysis seeks to uncover the deep meanings and subjective experiences of the participants. The emphasis on interpretation and

understanding contributes to a comprehensive and nuanced exploration of the phenomenon under investigation.

Ethical Methodologies

Ethical considerations are of utmost importance in research and will play a crucial role in hermeneutic phenomenology studies. The following ethical methodologies and guidelines will be followed to ensure the protection and well-being of participants throughout the research process:

Informed Consent: Participants will be provided with detailed information about the study's purpose, procedures, potential risks, benefits, and rights as participants. Informed consent will be obtained from all participants before the involvement in the study (Finlay, 2018; Tong, Sainsbury, & Craig, 2018).

Voluntary Participation: Participation in the study will be entirely voluntary, and participants will have the right to withdraw at any stage without any consequences or penalties. The researchers will emphasize the voluntary nature of participation and respect the autonomy of the participants (Creswell, 2013; Finlay, 2018).

Confidentiality and Anonymity: Participants' identities and personal information will be kept strictly confidential. All data will be anonymized and reported in a way that ensures the participants cannot be identified. Pseudonyms or participant codes will be used to maintain confidentiality (Tong et al., 2018; Finlay, 2018).

Protection of Participants' Well-being: The researchers will prioritize the emotional well-being and safety of participants throughout the study. Care will be taken to create a safe and supportive environment during interviews, and participants will be provided with appropriate support or resources if experiencing any distress (Finlay, 2018; Creswell, 2013).

Ethical Approval: The study will obtain ethical approval from the relevant institutional review board or ethics committee. This ensures that the research design, methods, and procedures align with ethical standards and guidelines (Tong et al., 2018; Creswell, 2013).

Transparency and Accountability: The researchers will ensure transparency in reporting and publishing the research findings. Researchers will accurately represent the participants' experiences, interpretations, and perspectives. Any conflicts of interest or potential biases will be acknowledged and addressed (Creswell, 2013; Finlay, 2018).

Continuous Ethical Reflection: The researchers will engage in continuous ethical reflection throughout the study. Researchers will critically examine own's biases, assumptions, and preconceptions to a gap any undue influence on the interpretation of the data. Ethical considerations will be revisited and reviewed at each stage of the research process (Finlay, 2018; Creswell, 2013).

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Appendix A: Copy of the Research Instrument

Research Question 1: *How does the collaboration between parents and teachers in supporting students with special needs demonstrate a dominant nature, either unidirectional or bidirectional?*

Description and Reference / A priori codes (Key terms)	Proposed Interview Question
<p><i>Description and Reference:</i></p> <ul style="list-style-type: none">It aims to examine the nature of collaboration between parents and teachers in supporting students with special needs and determine whether it demonstrates a dominant nature, either unidirectional or bidirectional. It will explore the dynamics of the collaboration process, the extent of information exchange and involvement between parents and teachers, and the distribution of responsibilities in supporting students with special needs. (<i>Jones, S., & Johnson, M., 2019</i>) <p><i>A priori codes (Key terms):</i></p> <ul style="list-style-type: none">Parents and TeachersStudents with Special NeedsNature of Collaboration	<p><i>Interview Question No. 1:</i></p> <p>How would you characterize the nature of collaboration between parents and teachers in supporting students with special needs?</p> <p><i>Follow-up:</i></p> <ul style="list-style-type: none">Do you perceive it as predominantly unidirectional (one-way) or bidirectional (two-way)? <i>Please provide specific examples or anecdotes to support your response.</i>

Appendix A: Copy of the Research Instrument

Research Question 2: *What are the challenges that parents and teachers face in collaborating with each other in supporting students with exceptional needs in the mesosystem?*

Description and Reference / A priori codes (Key terms)	Proposed Interview Question
<p><i>Description and Reference:</i></p> <ul style="list-style-type: none">It explores the challenges that parents and teachers encounter when collaborating with each other to support students with exceptional needs in the immediate educational environment. It aims to identify and understand the specific obstacles and difficulties that hinder effective collaboration. (Smith, J., & Johnson, M., 2022) <p><i>A priori codes (Key terms):</i></p> <ul style="list-style-type: none">CollaborationChallengesCollaborative Barriers	<p><i>Interview Question No. 2:</i></p> <ul style="list-style-type: none">What are the main challenges or obstacles that you have encountered or observed when collaborating with parents/teachers to support students with exceptional needs? <p><i>Follow-up:</i></p> <ul style="list-style-type: none">Can you provide specific examples of challenges that you have faced or witnessed in your collaboration with parents/teachers?How do these challenges impact the effectiveness of collaboration in supporting students with exceptional needs?

Appendix A: Copy of the Research Instrument

Research Question 3: *What are the benefits of effective collaboration between parents and teachers in supporting students with exceptional needs in the mesosystem?*

Description and Reference / <i>A priori codes (Key terms)</i>	Proposed Interview Question
<p><i>Description and Reference:</i></p> <ul style="list-style-type: none">It explores the benefits that arise from effective collaboration between parents and teachers when supporting students with special needs in the immediate educational environment. It aims to identify and understand the positive outcomes and advantages that result from successful collaboration. (Johnson, L., & Smith, K. 2023) <p><i>A priori codes (Key terms):</i></p> <ul style="list-style-type: none">Effective CollaborationBenefits	<p><i>Interview Question No. 3:</i></p> <ul style="list-style-type: none">In your experience, what are the main benefits or positive outcomes that you have observed or personally experienced when collaborating effectively with parents/teachers to support students with exceptional needs? <p><i>Follow-up:</i></p> <ul style="list-style-type: none">Are there any specific skills, knowledge, or resources that parents and teachers bring to collaboration, which contribute to these positive outcomes?How do you think the school or educational environment can foster and support effective collaboration between parents and teachers to maximize these benefits?

Appendix A: Copy of the Research Instrument

Research Question 4: *What are the key components that should be included in the development of school-based training programs to promote effective collaboration between parents and teachers of students with exceptional needs in the mesosystem?*

Description and Reference / A priori codes (Key terms)	Proposed Interview Question
<p><i>Description and Reference:</i></p> <ul style="list-style-type: none"> It aims to identify the key components that should be integrated into the development of school-based training programs with the purpose of fostering effective collaboration between parents and teachers who support students with special needs in the immediate educational environment. It seeks to explore the essential elements and strategies that contribute to successful collaboration. <i>Anderson, S., & Thompson, R. (2023)</i> <p><i>A priori codes (Key terms):</i></p> <ul style="list-style-type: none"> Key components School-based training programs 	<p><i>Interview Question No. 4:</i></p> <ul style="list-style-type: none"> Which of the following components do you think should be included in school-based training programs to promote effective collaboration between parents and teachers of students with special needs? <ul style="list-style-type: none"> Communication strategies and techniques Understanding individual needs and strengths of students Conflict resolution and problem-solving skills Building trust and rapport between parents and teachers Access to resources and support services Cultural sensitivity and awareness Effective use of assistive technologies Collaborative goal setting and planning Regular progress monitoring and feedback mechanisms Other (please specify) <p><i>Follow-up:</i></p>

- In your opinion, which component do you consider the most critical in fostering effective collaboration between parents and teachers of students with exceptional needs in the mesosystem?

- a) Communication strategies and techniques
- b) Understanding individual needs and strengths of students
- c) Conflict resolution and problem-solving skills
- d) Building trust and rapport between parents and teachers
- e) Access to resources and support services
- f) Cultural sensitivity and awareness
- g) Effective use of assistive technologies
- h) Collaborative goal setting and planning
- i) Regular progress monitoring and feedback mechanisms
- j) Other (please specify)

- To foster collaboration between parents and teachers, it is important to provide training on:

- a) Special education laws and policies
- b) Differentiated instruction techniques
- c) Effective parent-teacher conferences
- d) Strategies for managing challenging behaviors
- e) Culturally responsive practices

- When developing school-based training programs, it is essential to include strategies for:

- a) Building inclusive classroom environments
- b) Supporting transitions between home and school
- c) Promoting parental involvement in the Individualized Education Program (IEP) process

- | | |
|--|--|
| | <ul style="list-style-type: none">d) Utilizing assistive technology effectivelye) Implementing effective behavior management techniques• |
|--|--|